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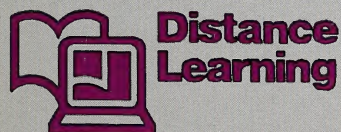
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Social Studies 23


Industrialization



Module
2



Alberta



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Social Studies 23

Module 2

INDUSTRIALIZATION



**Distance
Learning**

Alberta
EDUCATION

Social Studies 23
Student Module
Module 2
Industrialization
Alberta Distance Learning Centre
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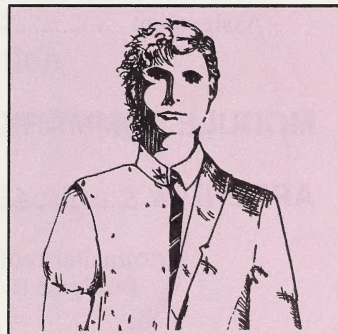
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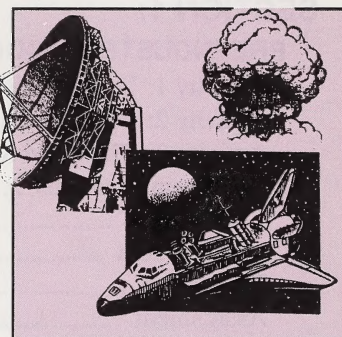
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OVERVIEW

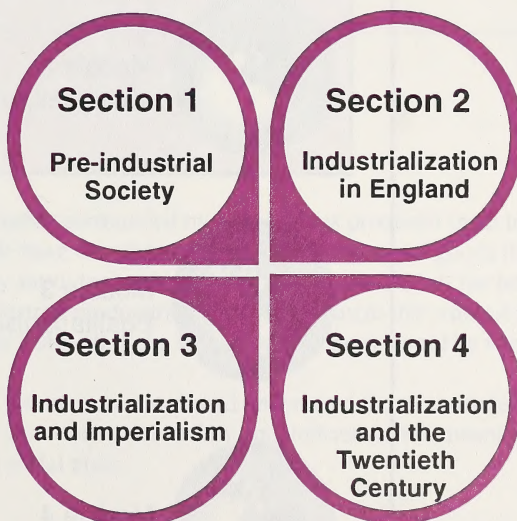
The Industrial Revolution was one of the most powerful forces to have shaped the world. It influenced all aspects of society. Daily lives, political systems, the economy, and international relations were all changed by the industrial revolution.

The technological revolution is the modern industrial revolution. It is affecting the world around us much as the Industrial Revolution did the world of our forefathers.

In this module you should

- come to understand the terms social hierarchy, social class, industrialization, urbanization, imperialism, new imperialism, and technological revolution
- identify the causes of industrialism and recognize the results of industrialization
- understand how industrialization affected international relations and that industrialization will continue to have a major influence on world events

Module 2 Industrialization



Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet. You must complete all assignments. In this module you are expected to complete four section assignments.

The assignment breakdown is as follows:

Section 1 Assignment	25%
Section 2 Assignment	25%
Section 3 Assignment	25%
Section 4 Assignment	25%
TOTAL	100%

Course Overview

Social Studies 23 contains seven modules.



Module 1
Nationalism



Module 5
Global Regionalism



Module 2
Industrialization



Module 6
Interdependence



Module 3
Egalitarianism



Module 7
Economic Choices



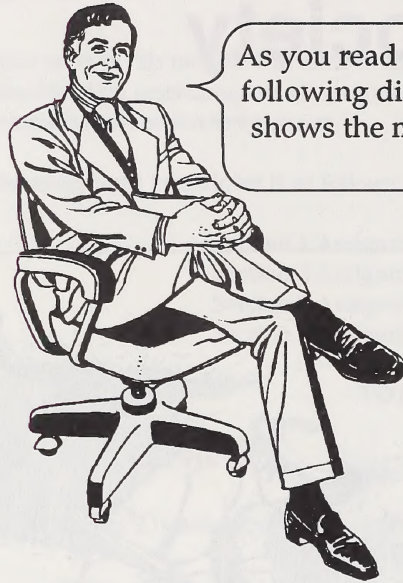
Module 4
Quality of Life

Pre-industrial Society

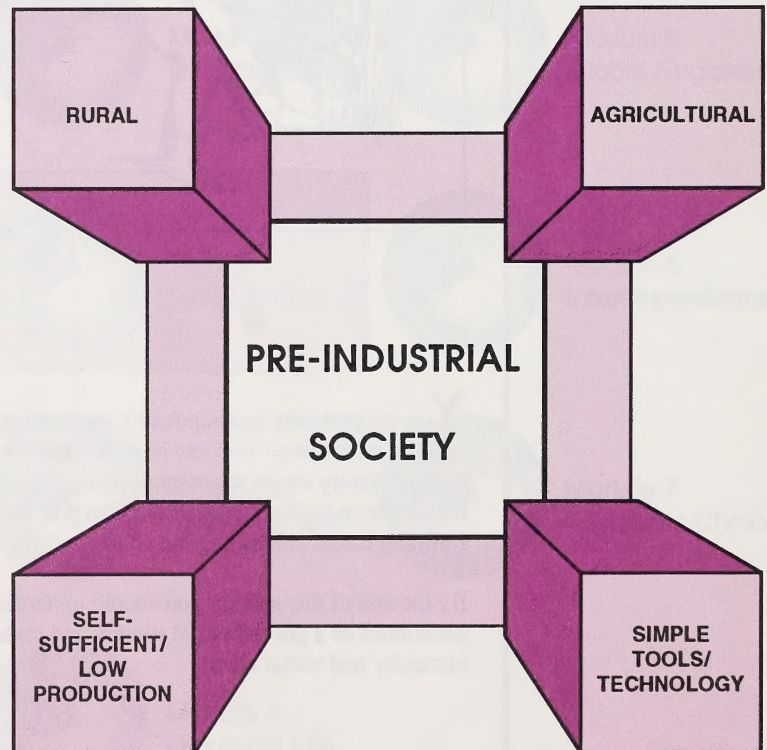


You are probably surrounded by many things produced in an industrial society. Modern people have become so dependent on industrial goods that we would have difficulty surviving without them. Try to think of all the benefits that you have from industrial production. Can you visualize life without a TV or a car? Building roads, cultivating the soil, or cutting trees would be very difficult jobs.

By the end of this section you should understand the characteristics and economics of a pre-industrial society and understand the meaning of social hierarchy and social class.



As you read through this section, keep the following diagram in mind. The diagram shows the main traits of a pre-industrial society.



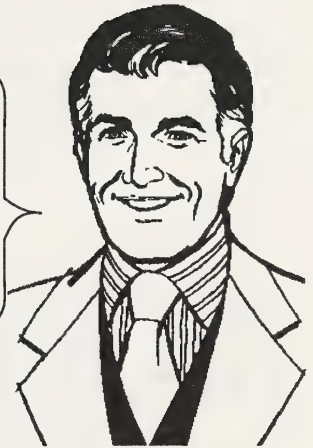
Activity 1: Society Before Industrialization



Pre-industrial society : a society where most people spend most of their time catching or raising the food they eat

What would it be like to live in a **pre-industrial society**?

You would probably spend most of your time hunting, fishing, or farming. There would be no electricity and no complex machines. This next section describes pre-industrial societies. Read what follows.



Pre-industrial societies share a few things in common. Pre-industrial England of the 1600s had a lot in common with current pre-industrial societies.

Pre-industrial societies are rural. That means most of the people live in the country. Few people live in towns or cities.

Agriculture is important in pre-industrial societies. Most people in pre-industrial societies raise or catch their own food. That means they are **self-sufficient** in meeting their food needs.

Pre-industrial people are self-sufficient in many areas. They usually make only what they need and will use themselves. An example could be in clothes manufacturing. Only enough clothes are made for personal use. There is little need to make extra clothes because most people in pre-industrial societies make their own.

Self-sufficient: needing to buy little because necessities are produced by the people themselves

**CIDA**

Agriculture in parts of Africa today. Would you classify this society as pre-industrialized?


**CIDA**

Use of animals and simple tools is still common in some parts of the world.


Simple technology is the norm in pre-industrial societies. Complex machines are rare. Simple hand tools are the rule. The main source of power comes from human or animal strength. Most things are made with hand tools and require a lot of labour. Because making things takes so long, production is low; few things are made.

Manufacturing is very limited. The few industries may involve pottery or weaving. Industries employ few people and can be located in homes.


There are few occupations. Most people have similar jobs. Jobs are usually related to farming or hunting.



Would you enjoy life in a pre-industrial society?



Well, there'd be no TV, so you couldn't watch hockey or wrestling! And for the average person, there'd be no left-over money to save. You'd just survive from day to day.



My brother's going to NAIT next fall to become a computer systems analyst. It sounds as if he wouldn't fit into a pre-industrial society, at least not as an analyst. This next section looks interesting. It is about social and economic systems and technology.

Pre-industrial England

In pre-industrial England technology had changed little since the time of the Roman Empire. Most things were made by hand.

Large factories were unusual. Small cottage industries were more common. Workers manufactured things in their own homes, using their own equipment. The businessman supplied the materials.

Farming methods and clothes manufacturing were similar to what they had been for hundreds of years.



Farming in feudal or pre-industrial England used simple tools and much manpower.

Pre-industrial English road technology was not as good as Roman road technology. English roads could be impassable and dangerous. A few people even made wills before going on a trip. Most people did not travel far because it was too expensive.



Travel in pre-industrial times was perilous.

Although cities such as London were around in the 1600s, most people lived in the country and worked as farmers. Few peasant farmers owned land. Most of them worked land owned by the nobility.

Some important scientific discoveries had been made, but most people were superstitious. Few people had any formal education.



This description sure makes England of the 1600s sound pre-industrial. They did not produce things in large numbers, complex machines were not used, and most people were farmers and lived in the country.

Complete the following to review your understanding of a pre-industrialized society.

1. List five characteristics of a pre-industrial society.

- _____

- _____

- _____

- _____

- _____

2. A number of statements follow. Decide if each statement describes a pre-industrial or an industrial society. Decide if the statement describes Canada.

If the statement describes a pre-industrial society, place a check in the right-hand column. If it describes an industrial society, place a check in the left-hand column.

Write the letter C beside any statements that sound like Canada.

Industrial	Statement	Pre-industrial
_____	• There are large factories and businesses.	_____
_____	• Many people have saved money they can invest.	_____
_____	• Humans or animals supply power to run most machines.	_____
_____	• There are many different occupations.	_____
_____	• Most people are farmers.	_____
_____	• Electrical power is used.	_____
_____	• There is wide use of computers.	_____
_____	• Most people live in the country.	_____
_____	• People are self-sufficient.	_____
_____	• Agriculture is the most important industry.	_____
_____	• There is wide use of simple hand tools.	_____
_____	• People purchase most things they need.	_____
_____	• There is limited production.	_____
_____	• Travel is limited.	_____
_____	• There is a large educated population.	_____

Check your answers by turning to the Appendix, Section 1: Activity 1.

Feudalism: a pre-industrial social and economic system that was common in Europe before the Industrial Revolution

Social class: a group of people with similar jobs, education, status, and income

Nobility: kings and lesser rulers who inherited their positions. The nobility owned a lot of land in feudal societies.

Peasants: in feudal societies, the poor people who farmed small plots of land; these people were the largest and lowest part of feudal society

Social hierarchy: the layers of classes that make up a society; each layer or class has a different amount of wealth, power, and prestige

Activity 2: Feudalism in England

The plague of the mid-1600s weakened the feudal system, and the system continued to grow weaker. Society was moving away from **feudalism** before the Industrial Revolution.

While feudalism did not really exist in England just before the Industrial Revolution, understanding it is important. You need to know what the feudal system was like to understand how much industrialization changed Europe. Some European countries went directly from feudalism to industrialization.

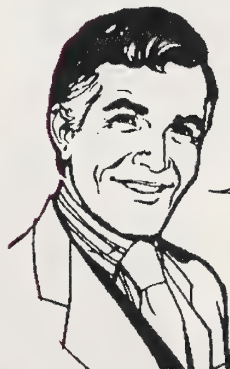
Feudal Social Hierarchy

Feudal England had three main **social classes**. The highest class was made up of high ranking clergy and landed **nobility**. Gentry or lower nobles were the second class. The third and lowest of the main classes were **peasants**.

In Canada today most people are in the middle class. In feudal society most people were peasants. The middle class in feudal society was very small. It was made up of merchants and some skilled craftsmen.

Few peasants owned land. The nobility and the church owned the most land, though some wealthy members of the middle class owned land too.

In Canada it is possible to move from one class to another. This was not the case for most people living in a feudal system. It was difficult to move from one class to another, for classes were usually inherited. For most people, the class they were born into was the class they were in when they died.



Pre-industrial England had a social system that was very hierarchical. **Social hierarchy** means there were layers of classes. The higher layers or classes had more power, status, and money than the lower layers. The chart that follows shows the levels of status and power the groups held.

Social Hierarchy in Pre-industrial England

Rural England

English Towns/
Cities

High-ranking
Clergy and
Landed Nobility

High-ranking
Clergy and Landed
Nobility

Gentry (Lower-
ranking
Nobility)

Gentry (Lower-
ranking
Nobility)

Bankers,
Merchants, and
Master Craftsmen

Journeymen
Craftsmen and
Apprentices

Peasants

Unskilled
Peasant Workers



In the following, choose the letter of the answer that best completes the statement or answers the question. Write your choice in the blank to the left of each question.

_____ 1. Which class in the feudal system was most apt to own land?

- a. peasants
- b. apprentice craftsmen
- c. journeymen craftsmen
- d. high-ranking clergymen

_____ 2. The highest-ranking class in the feudal system was made up of _____.

- a. peasants
- b. craftsmen
- c. gentry
- d. landed nobility

_____ 3. The largest feudal class was the _____.

- a. craftsmen
- b. middle class
- c. gentry
- d. landed nobility
- e. peasants

_____ 4. The largest class in Canada today is the _____.

- a. upper class
- b. lower class
- c. middle class
- d. craftsmen

_____ 5. Bankers, merchants, and craftsmen in the feudal system would fit into the _____ class in modern Canada.

- a. upper
- b. lower
- c. middle
- d. gentry

6. Think about the following situation:

Imagine that almost all money in Canada was destroyed one night. People woke up to find that there was not enough money to pay their taxes. They had enough money to only cover the costs of food and housing. Unfortunately, no more money could be made.

You are a political leader. Your task is to decide how to maintain the current level of total government services, police protection, and military protection when there is no money to pay the salaries of the people in those fields of work.

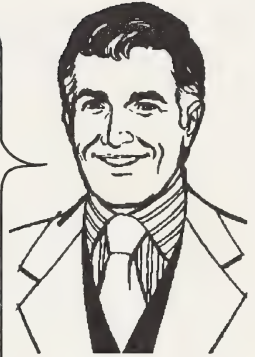
You may want to discuss these questions with a friend, classmate, or relative. Jot down in point form any ideas you have. There are no right or wrong answers. This activity is designed to get you thinking about how an almost cashless society could function.

- a. How would you make sure roads, bridges, and public buildings were repaired, maintained, and cleaned? How would you make sure people will do these jobs when you cannot pay them salaries?

- b. How would you provide police and military protection? How would you make sure that people will do these jobs when you cannot pay them salaries?

Check your answers by turning to the Appendix, Section 1: Activity 2.

Feudal society had very little money. The politics and economics of feudal society developed as a way of solving the problems you thought about in the last activity. Think about your answers to that activity as you continue reading. How do your solutions compare to those used in feudal societies? Which do you like better? Why?



Feudal Political System

Under the feudal systems the king or another noble granted large tracts of land to people. The land was in payment or exchange for future services. The services were required, or the land would be taken away. Advice, money, and military aid to the king or noble were also required.

The lord or ruler of the **manor** also provided local government and local protection. He had a court of justice for those living in the manor.

Feudal Economic System

Manorialism was the feudal economic system. The economy of a manor was based mainly on labour, since money was scarce. **Serfs** repaid the lord for his services by working for him.

Serfs had to spend a few days a week working for the lord. Most of this time was spent repairing the lord's roads and castles and doing his farming. If necessary, serfs even went to war for their lords. All of this work for the lord was free.

The serfs often worked together doing the same task. This was necessary because nobody had much money. Most serfs could not afford their own personal animals or tools. Animals and tools were owned by more than one serf.

A part of the serf's harvest was taken by the lord as payment for the use of the land of the manor.

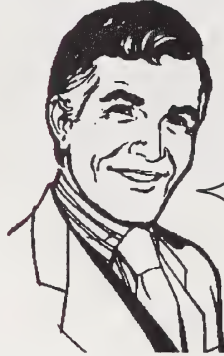
The lord had the right to hunt on land in the manor. That often included the land the serfs used as their own farmland.

Manor: land granted by a noble in return for services. It was divided for use between the ruler of the manor and his peasant labourers.

Manorialism: the economy and the daily life of a manor

Serfs: peasants who were not free to work and live where they wanted. Serfs had to live and work in a certain manor.

Most people suffered from poverty. The peasants lived in huts, with almost no furniture. They had poor diets. There were years when the serfs would almost starve. They would go hungry when grain was in the bins. The grain had to be saved for seed or they would have no crops the next year.



Conditions were difficult for the serfs. Do you think the serfs were slaves to the lord? Listen in on this discussion between a few Social Studies 23 students.

The serfs were the lord's slaves, doing all that for nothing!

They didn't really do that all for nothing. Remember, they got protection, a court system, and local government in return. It was a form of taxation.

Yeh! Taxation serfdom. It's still slavery to me. From what I've read, the serfs were sold along with the manor.

Serfs could own personal property and they couldn't be sold separately from the land, so they were not true slaves.



7. Imagine that you are living in pre-industrial England. The feudal system is in force. You are a peasant. Write a couple of sentences explaining how you would feel about each of the following:

a. the high-ranking clergy and the nobility

b. the free work you have to do for the lord of the manor

c. the lack of freedom to live and work any place you want

8. Imagine that you are living in pre-industrial England. The feudal system is in force. You are a member of the nobility. Write a couple of sentences explaining how you feel about serfs.

Check your answers by turning to the Appendix, Section 1: Activity 2.

Activity 3: The Guild System

Guilds: groups of people who tried to control sales and manufacturing

Guilds in pre-industrial England operated mainly in towns. Rural, agricultural areas had little guild activity.

There was one main difference between guild members and peasants. Peasants raised their own food; they were self-sufficient. Guild members purchased much of their food. Guildsmen lived on the money they earned from their work. Guildsmen were not self-sufficient.

Guilds were groups of people that tried to control sales and manufacturing. Their goal was to increase the profits on items they made or sold. Guild members tried to secure a monopoly of their own members. Two main types of guilds existed: trade guilds and merchant guilds.

Trade guilds: groups of people who tried to control how many people could work in an occupation

Trade guilds were made up of people in a craft. These guilds determined who could become a member of the trade. The guilds protected themselves from tradesmen from other towns. They limited the number of people who could work in the craft. Prices, wages and methods of production were controlled. In this way, they limited competition.

Merchant guilds: groups of people who tried to control who could sell products

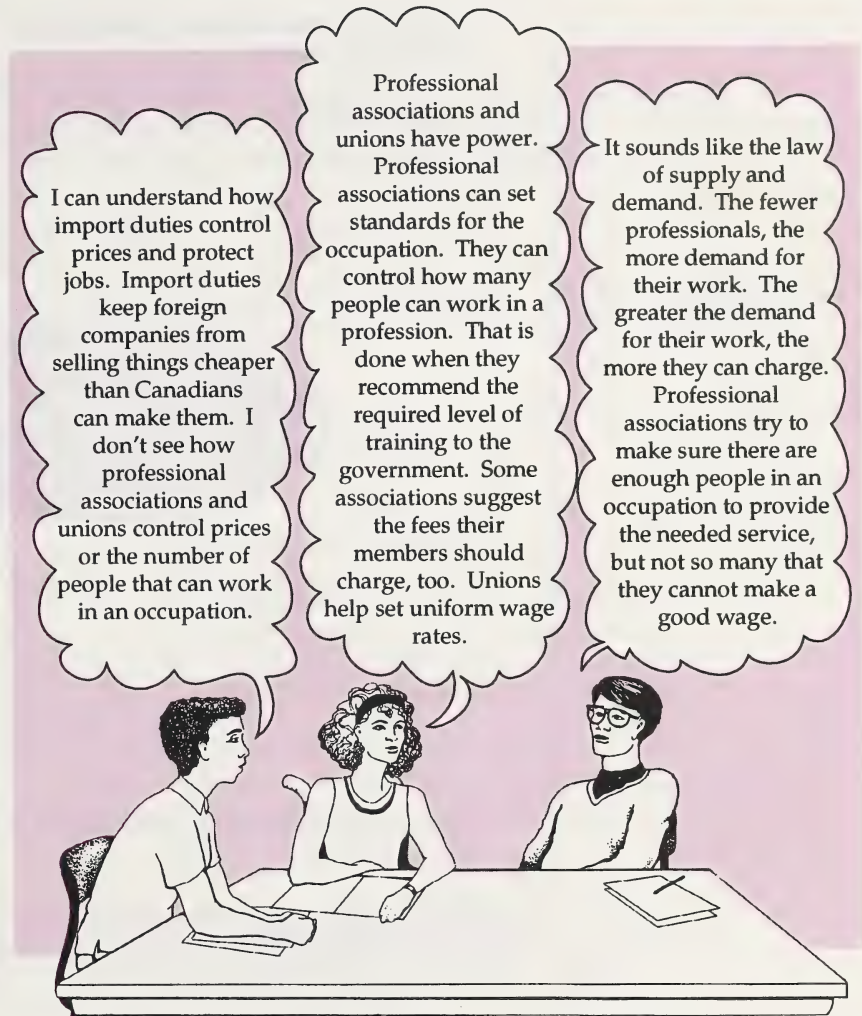
Merchant guilds were made up of people who traded or sold things. Prices were set by the guild. These guilds tried to make sure no one merchant would gain most of the market. Merchant guilds tried to limit outside competition. People from other towns or cities were not easily able to sell or trade.



I'm glad we don't have any guilds now. I don't think it's right to limit competition.

We don't have guilds, but we do have things that do the same sort of things guilds did. Professional associations, unions, and import duties do some of the same things.





In summary then,

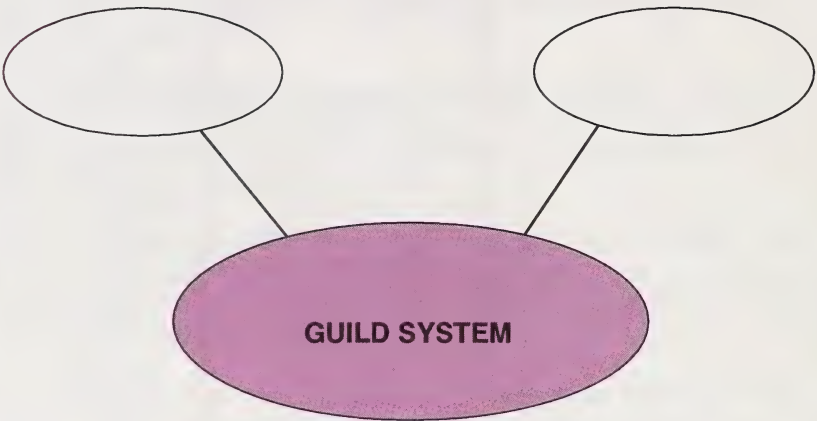
Import Duties

- control prices and protect jobs by keeping prices on foreign products high

Professional Associations and Unions

- control how many people can work
- set the level of training required
- suggest fees and wage rates

1. What are the types of guilds? Write them in the blank egg-shaped pods in the following diagram.



2. In what way is a guild similar to a trade union?

3. What are the advantages and disadvantages of guilds? List them in point form in the chart.

Advantages	Disadvantages

Check your answers by turning to the Appendix, Section 1: Activity 3.

Follow-up Activities

If you had difficulties understanding the concepts in the activities it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

This section has focussed on the economic and social systems of a feudal society. If you have had problems understanding these systems, the following should help.

Choose the letter of the answer that best completes the statement or answers the question. Write your choice in the blank.

- _____ 1. Country X needs 200 000 new cars a year. Which situation would result in cars having the highest prices?
- a. Factories produce 400 000 cars for country X.
 - b. Factories produce 275 000 cars for country X.
 - c. Factories produce 200 000 cars for country X.
 - d. Factories produce 150 000 cars for country X.
- _____ 2. Country Y needs 75 000 new television sets a year. In which situation would people who make TVs likely make the most money?
- a. Factories produce 150 000 TVs for country Y.
 - b. Factories produce 100 000 TVs for country Y.
 - c. Factories produce 75 000 TVs for country Y.
 - d. Factories produce 60 000 TVs for country Y.
- _____ 3. Country Z needs 125 000 teachers. In which situation would teachers be most apt to be unemployed?
- a. Country Z has 75 000 teachers.
 - b. Country Z has 100 000 teachers.
 - c. Country Z has 140 000 teachers.
 - d. Country Z has 150 000 teachers.

Check your answers by turning to the Appendix, Section 1: Extra Help.

You probably noticed the following things:

- Prices tend to be higher when larger quantities of a product are needed and tend to drop when smaller quantities are needed.
- Income tends to be higher when additional people are needed for an occupation and tends to be lower when fewer people are needed.

One way to have a good income is to make sure not many people do the same work you do. That is what the trade guilds did. They limited the number of people working in a trade.

Another way to make a good living is to limit the amount of the product you sell. Merchant guilds did this. They made sure few people sold the same thing. That way the quantity of product for sale was limited.

Enrichment

Do one or both of the following activities.

1. You will require your own materials for this activity.

Take several sheets of typing paper. Draw a series of at least three cartoons showing the daily routine and work of a serf. Write a short paragraph of two or three sentences below each cartoon explaining how the cartoon illustrates the daily work of a serf.

2. Space is provided for this activity.

Go to your school or town library. Check the card catalogue for books on English or French history. Find at least two books on this topic. Look in the index under feudalism, guild, Middle Ages, or medieval.

One of the books you can use is an encyclopedia. Look under feudalism, guild, Middle Ages, or medieval.

Read about pre-industrial life. Provide the information requested in the appropriate spaces. In point form, jot down some things you learned from your research.

If you have any difficulty finding books or information, ask your librarian or teacher for help.

Book 1

Author: _____ Name of Book: _____

Date Published: _____ Published by: _____

Information Learned:

Book 2

Author: _____ Name of Book: _____

Date Published: _____ Published by: _____

Information Learned:

Check your answers by turning to the Appendix, Section 1: Enrichment.

Conclusion

In this section, you studied the general characteristics of pre-industrial societies and pre-industrial England in particular. The economic, social, and political systems of pre-industrial England were discussed.



At this stage, you should be able to briefly describe the guild system, feudalism, and the characteristics of pre-industrial societies. If you cannot do that, you should review your notes more before starting Section 2.

Assignment
Booklet

ASSIGNMENT

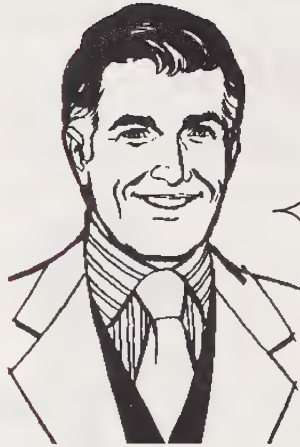
Turn to your Assignment Booklet and do the assignment for this section.

Industrialization in England

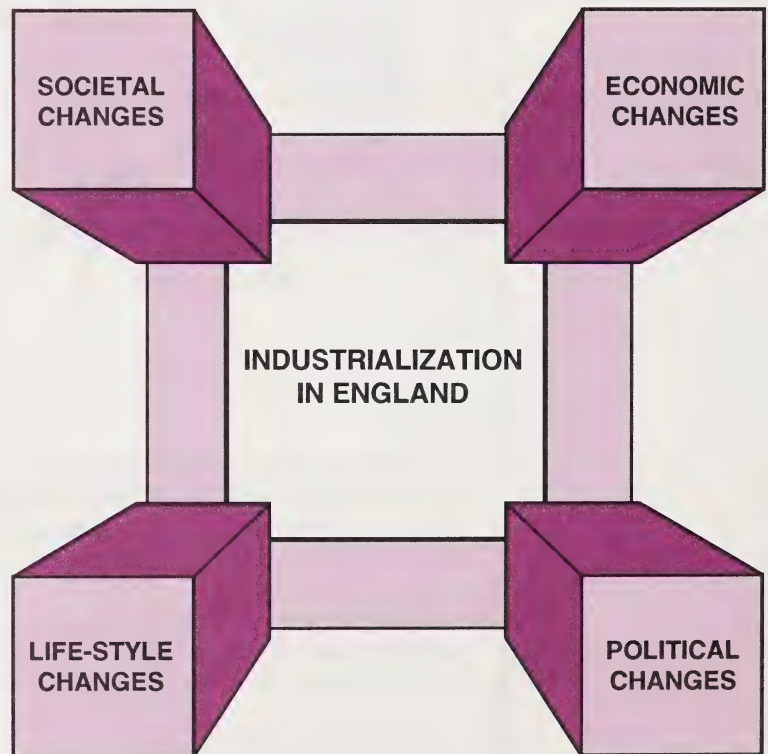


In Canada you live in an industrialized society. You are able to recognize how your life is better than a person's life in a pre-industrial society. Industrialization changes society but sometimes those changes cause suffering and hardship before ordinary people start to experience some of the benefits.

In this section you will learn about the causes of English industrialization, the conditions necessary for industrialization, and the ways in which industrialization changes societies. You will use terms such as industrialization and urbanization.



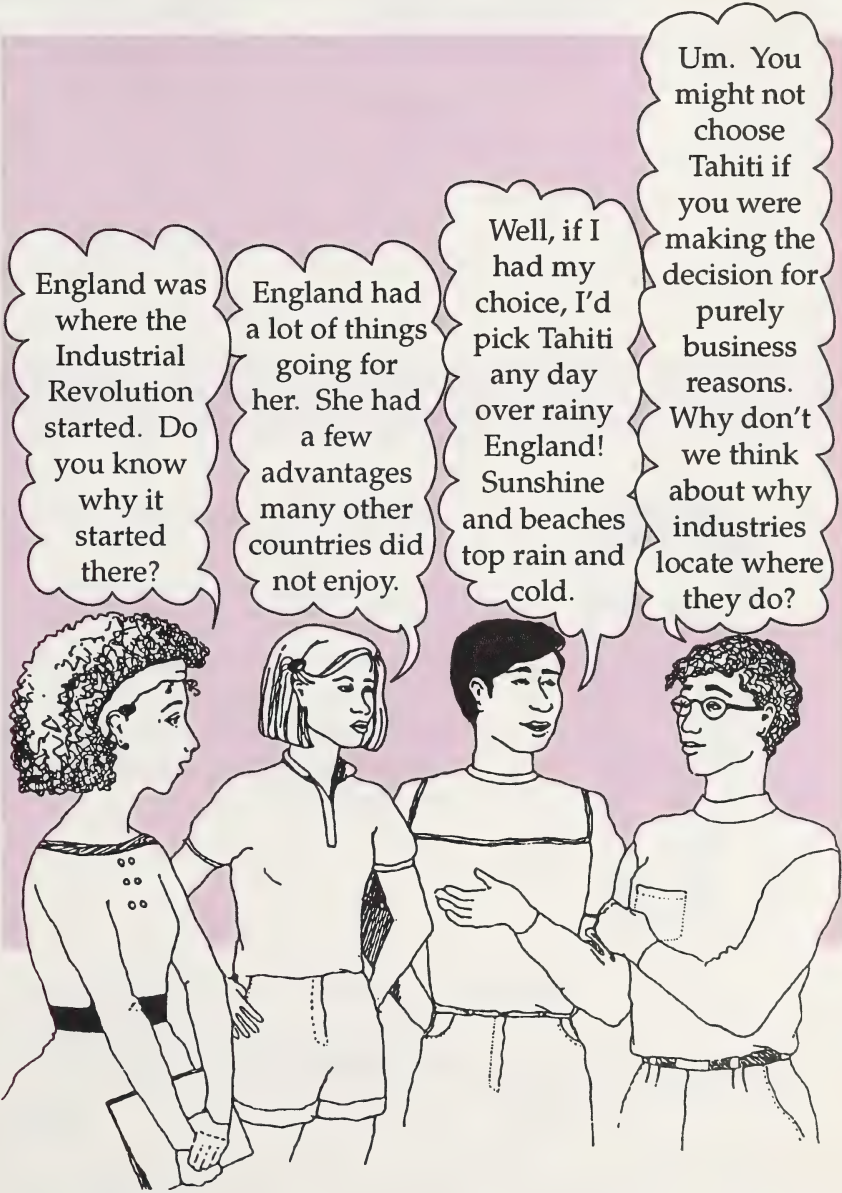
Look at the following diagram for a few seconds. It illustrates the content of Section 2. Picture the diagram in your mind as you read Section 2; it shows the major areas that industrialization affected.



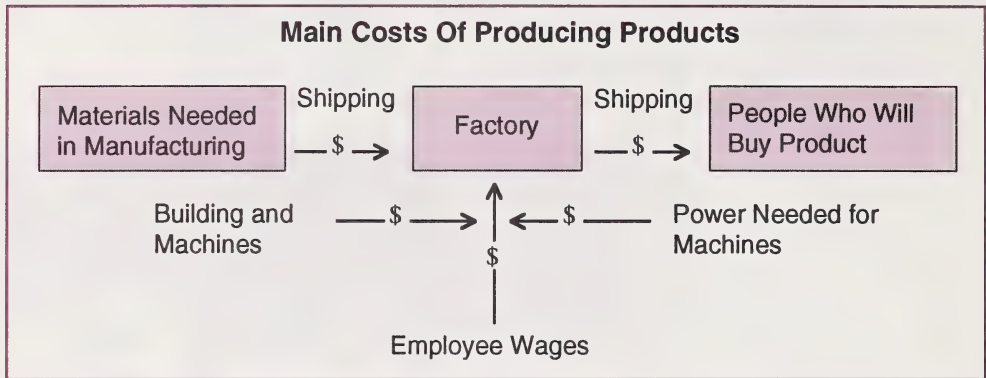
Activity 1: The Industrial Revolution

Industrial Revolution: *rapid change from muscle power to machine power and results of that rapid change on society*

The **Industrial Revolution** started about 1750 and ended a little over one hundred years later.



Use the following chart to answer the questions. You may want to discuss the questions with a friend, a classmate, or a relative.



- Using the diagram, list the things needed to make a product.

- What are the main costs of making a product? List as many costs as you can find in the diagram.

- Where would be a good place to locate a factory if you were trying to keep the total cost of shipping low? Keep in mind costs of shipping both to and from the factory.

- Where would be a good place to locate a factory if you wanted to keep the cost of hiring workers low?

5. Where would be a good place to locate a factory if you wanted to keep the cost of power fairly low? Assume you must be very close to where the power is produced.

6. Describe an ideal location, a location that would keep all of the costs of making products fairly low.

Check your answers by turning to the Appendix, Section 2: Activity 1.

The Industrial Revolution started in England because it was cheaper to make products in England. Take a look at the following material. It describes why the Industrial Revolution started in England.



Activity 2: Causes of Industrialization

In Activity 1 you learned some of the things industries need. Industries need human labour, machines, buildings, power, and raw materials to make a finished product.

England offered these things. She had a source of inexpensive labour. Power, raw materials, and easy access to shipping were also all available.

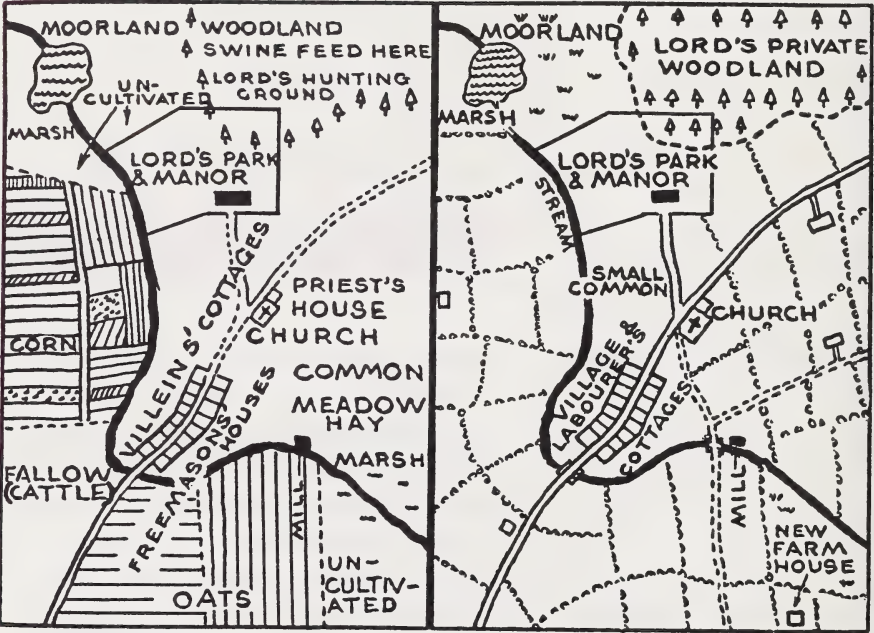
Agricultural Causes

Enclosure

In the Middle Ages, some lands were held for common use. Such lands were open fields and wasteland. Common land was used for grazing sheep and cattle.

In England, **enclosure** started during the Middle Ages and continued into the 1800s. Common land and wasteland was enclosed or fenced in for use by private land users. Fenced lands were not available for general use.

Enclosure: the process of fencing in what had been common pasture-land



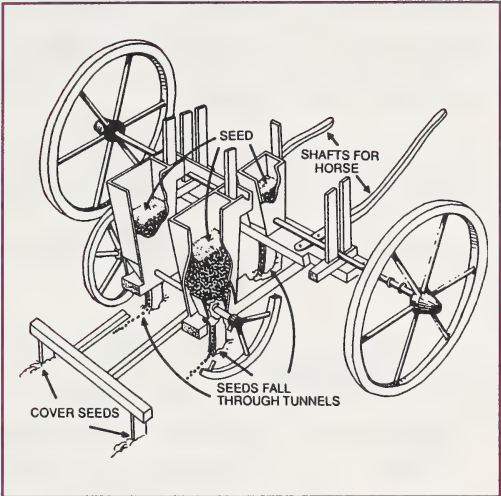
A village under the feudal system and after fields were enclosed.

Enclosure answered a need. The population of England was rising. More food was needed. Enclosure allowed more efficient use of land. Some unused wasteland was able to be used for raising crops or livestock.

Social problems resulted from enclosure. Many peasants were forced off their land. They no longer had land on which to live or grow food.

Agricultural Revolution: *a period of rapid improvements and changes in farming methods*

Agricultural Revolution



Jethro Tull's seed drill was developed in 1701.

The **Agricultural Revolution** took place before the Industrial Revolution. Farming had changed little for hundreds of years before the Agricultural Revolution. The English made a number of important agricultural inventions and developments.

A seeding machine was invented. Instead of throwing seed by hand on the ground, a seed drill was used. The seed drill spaced seeds apart and covered them with dirt. This kept birds from eating much of the seed.

Fertilizers were used. Crop rotation allowed crops to be grown on land every year, instead of every other year.

Better farm animals were bred. The average size of cattle and sheep increased. Over an eighty-five-year period, starting in 1710, the weight of sheep increased by over 270 percent. At the same time, cattle weight increased by over 200 percent.

This is interesting, but what's it got to do with the Industrial Revolution? It's not related to the Industrial Revolution.



Agricultural developments and improvements did a couple of things to help industrialize England. They freed people to work in industries. They also gave the landlords more money. The lords were then able to invest their profits in industries.

Transportation

England is part of an island. Since it is a small island, no part of England is far from the ocean. About the farthest you can get from the ocean is 115 kilometres. England has good seaports for shipping. This allows goods to be easily transported to other countries.

There are no major mountain ranges in England. That allowed canals to be built. Canals and rivers offered water transportation to many inland areas.

Refer to atlas and encyclopedia maps of England to complete the activities that follow.

1. Locate the listed cities on a map of England. Label each city's location on the following map.

Manchester
Leeds

Middlesbrough
Liverpool

Birmingham
Bristol

Sheffield
London



2. List the cities that are located

a. by a river _____

b. by the sea _____

c. by a canal _____

3. Why are many major English cities located by canals, rivers, or the sea?
Why were canals, rivers, and the sea important to the growth of industries and cities?

Check your answers by turning to the Appendix, Section 2: Activity 2.

Natural Resources

Before the Industrial Revolution, water and human or animal strength were the main sources of power. Large machines, however, need more power than people or animals can supply.

Water power had limitations too. Industries had to be located by rivers to use water power. Water power was adequate in the spring. During dry periods, though, water power was not always available.

Another source of power was needed. Coal and steam were the answer. Coal was used to heat water to run steam engines. Coal allowed industries to be located away from rivers. Because England had good supplies of coal, industries could be built in many locations in England.

Coal was not the only resource England had. She had supplies of iron, copper, tin, and lead. These metals were needed in manufacturing.

Science and Technology

England had many experts in science and technology. Many agricultural developments took place in England. Those developments were the basis of the agricultural revolution.

Science and technology helped build machines used in industry. The British improved steam engines, allowing them to be used in mines and factories. They developed more efficient ways to make iron and steel. While these developments took place after the start of industrialization, they sped up the Industrial Revolution.



Sir Humphrey Davy (1778–1829), a British chemist, invented the miner's safety lamp which reduced methane gas explosions.

Trade

England did a lot of trading. Trading had brought income and wealth to England. That income and wealth, along with wealth created by the Agricultural Revolution, allowed the English to invest in industries.

I'm curious about something. Why do they call it a revolution? Did the Industrial Revolution take place almost overnight?

The Industrial Revolution did not take place quite that fast. Industrialization occurred over a number of years. Daily life and the way things were made had not changed much for centuries. Then, during the Industrial Revolution, things changed very fast.

The changes were so great they were revolutionary. Read the section. It explains some of the changes.



Activity 3: Results of the Industrial Revolution

The Industrial Revolution had a great impact on England. It changed almost all areas of English life. The social structure, politics, and economics of the country changed. Industrialization changed the daily lives of most people.

Social and Economic Changes

The Industrial Revolution changed the very structure of England. Wealth was not controlled just by a few elite people.

Many people now had more money to spend on goods made in factories. The demand for factory-made goods increased. More factories were built to keep up with the consumer demand.

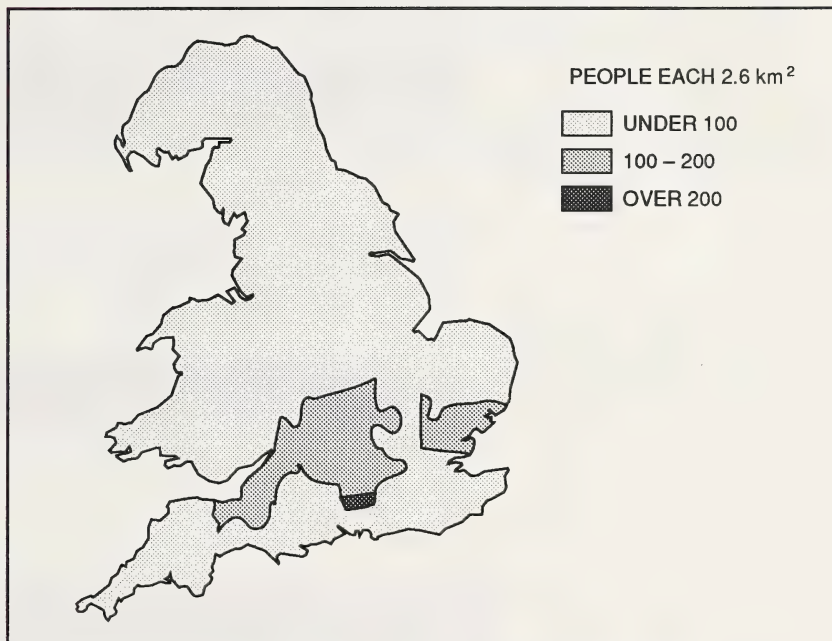
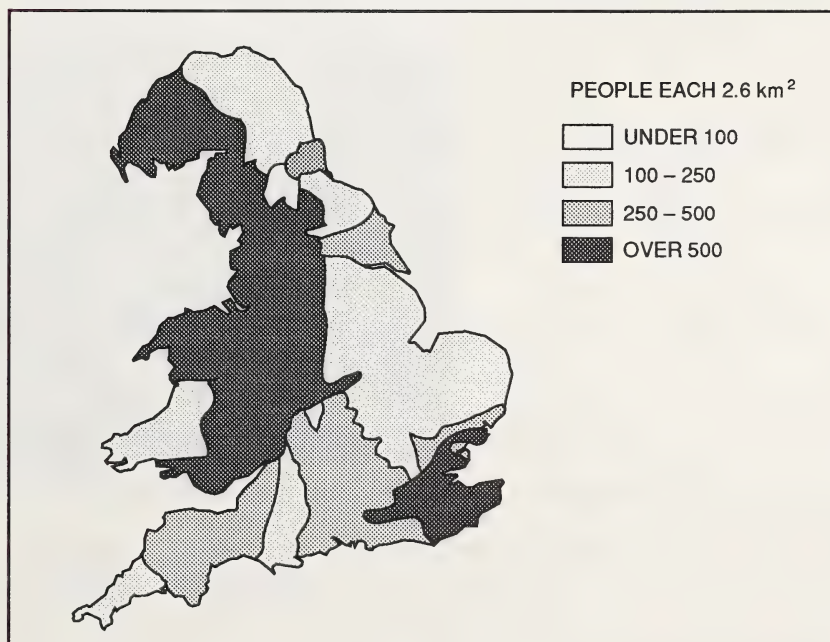
More factories required more workers. Factory workers lived in cities. Since they could not raise crops or make what they needed, they bought what they needed. Hence, most people were not self-sufficient. A trade economy had developed.

During feudal times a few merchants, bankers, and craftsmen made up the middle class. The Industrial Revolution changed that. The middle class grew and became a more important force.

Life-style Changes

Urbanization: the process of rural areas becoming towns or cities
People from the country move to towns or cities to live.



Urbanization**Approximate Population Density of England in 1700****Approximate Population Density of England in 1900**

Use the preceding maps to answer these questions.

1. Judging from the maps, did the population of England increase or decrease between 1700 and 1900?

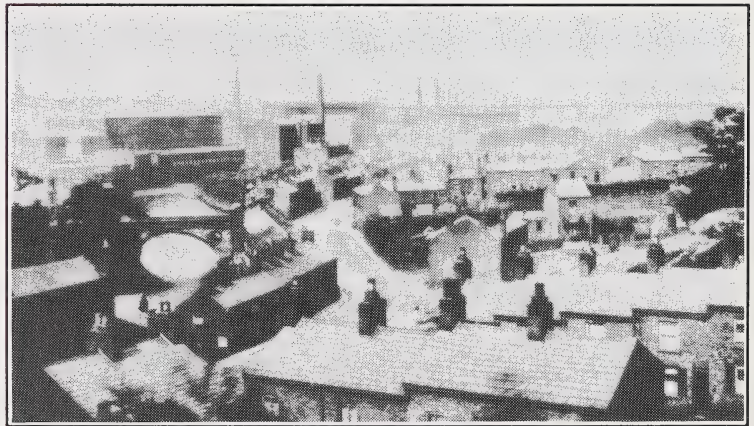
Hint: Look at the size of the darkly-shaded areas on each map.

2. What was the general population trend? Were people usually moving away from the cities to live in the country, or were people generally moving from the country to the cities?

Hint: Compare your map of cities in England to the population density maps.

Check your answers by turning to the Appendix, Section 2: Activity 3.

Would you enjoy living in a community like this?



Many English factory towns in the 1800s looked like this. Row houses close to the factories were where the workers lived.

Quality of Life

People rapidly moved into the cities during the Industrial Revolution. Cities grew; they were not planned. Poor-quality houses sprang up. Many families lived in small apartments. At times entire families lived in one- or two-room apartments.

Garbage disposal and control of sewage were problems. The streets were almost open sewers. Cities were filthy. In these conditions, disease spread rapidly.



It sounds to me like some people lived in ghettos.

Working Conditions

Working conditions were changed by the Industrial Revolution. A report on the working conditions in an English factory follows. It gives the view of a person who worked in one of the factories.

Child Labour in Factories – 1832

Matthew Crabtree testifies before a parliamentary committee investigating child labour in factories – The Saddler Committee – in 1832

Question: What age are you?

Answer: Twenty-two.

Question: Have you ever been employed in a factory?

Answer: Yes.

Question: At what age did you first go to work in one?

Answer: Eight.

Question: How long did you continue in that occupation?


Answer: Four years.

Question: Will you state the hours of labour at the period when you first went to the factory in ordinary times?


Answer: From six in the morning to eight in the evening.

Question: Fourteen hours?

- Answer:** Yes.
- Question:** When trade was brisk what were your hours?
- Answer:** From five in the morning to nine in the evening.
- Question:** Sixteen hours.
- Answer:** Yes.
- Question:** How far did you live from the mill?
- Answer:** About two miles.
- Question:** Was there any time allowed for you to get your breakfast in the mills?
- Answer:** No.
- Question:** During those long hours of labour how could you be punctual? How did you awake. . .
- Answer:** I was most generally awoke or lifted out of bed, sometimes asleep, by my parents.
- Question:** What was the consequence if you had been too late?
- Answer:** I was most commonly beaten. . .
- Question:** In those mills is chastisement towards the latter part of the day going on perpetually?
- Answer:** Perpetually.
- Question:** So that you can hardly be in a mill without hearing constant crying?
- Answer:** Very much so.
- Question:** What did you do?
- Answer:** All that we did when we got home was to get the little bit of supper that was provided for us and go to bed immediately. If the supper had not been ready directly, we should have gone to sleep while it was preparing.¹



Wow! It sounds like slave labour. Were all types of work this bad?



The working conditions were poor, but not all employers were bad. Generally, the working conditions were poor compared to those we enjoy.

¹ Parliamentary Papers, *Reports from Committees – Labour of Children in Factories, 1831–1832.*

3. Imagine you have just visited a nineteenth-century factory where children work. Write a letter to the newspaper complaining about the working conditions you saw and the use of child labour.

Your letter, in a couple of paragraphs, should say how you feel about child labour and why you are opposed to it. Material from the previous interview may help you defend your position.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

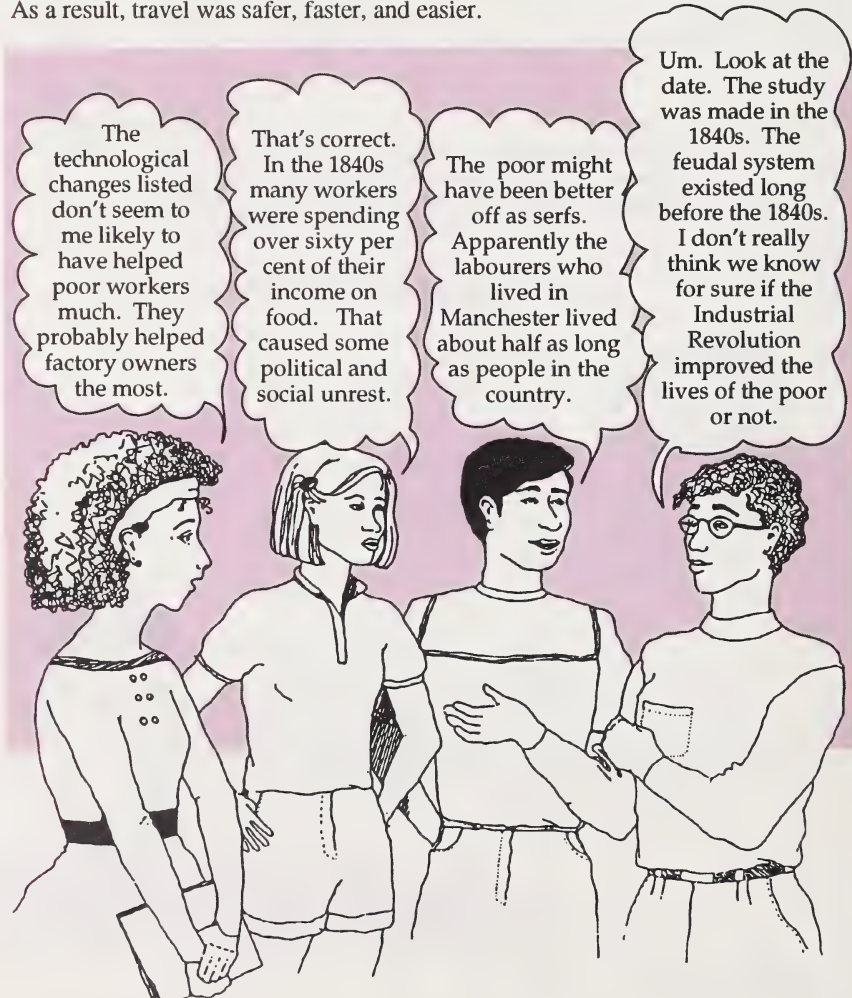
Check your answers by turning to the Appendix, Section 2: Activity 3.

Technology

The Industrial Revolution started a flurry of technical development.

- The rolling mill was used to manufacture iron plate.
- The steam engine powered factories and mills.
- The spinning jenny and spinning mule were developed to spin cotton or wool into threads for use on the power looms and water frames (which wove the threads into cloth).
- Steam trains facilitated rapid transport of freight and people.

Technology changed transportation. England built railways and canals. These made shipping faster and easier. Many miles of well-surfaced roads were built. As a result, travel was safer, faster, and easier.



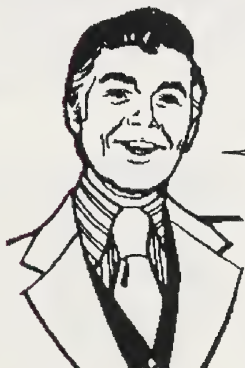
Labour Unions and Labour Law

Working conditions and pay in factories were bad during the Industrial Revolution. In frustration, workers destroyed machines. That did not improve things. Gradually unions were formed to help workers.

One of the first unions was the Grand National Consolidated Trades Union (GNCTU). It was formed by Robert Owen, a wealthy man who cared about workers. The GNCTU wanted workers to join one union, so they could gain enough power to change things.

The GNCTU helped a little, but it was doomed. The government was against it, and it was not well-run.

Labour laws were passed. The laws helped workers. Labour laws protected workers. At first laws limited the time children could work to twelve hours a day. By the 1850s, children could not work more than six and one-half hours a day. Women were limited to ten hours of work a day.



Social unrest and extreme poverty brought about more than just labour changes. Political changes also took place.

Political Changes

Change tends to frighten people, but it is not as frightening if you understand it. People need to know what is happening and how they should react to the changes.

Before the Industrial Revolution, nobody was used to change. Little had changed for hundreds of years. Suddenly everything was changing. People needed to understand their world. The need was answered by philosophers.

A few new philosophies explained what was happening and how society should be run. Old philosophies were rediscovered. The solutions some old philosophies offered made them popular.

Each of the following philosophies became popular because of the Industrial Revolution. Each offered very different solutions to problems of industrialization.

- liberalism (capitalism)
 - socialism
 - communism
 - conservatism
4. Imagine that you are living during the Industrial Revolution. Only a few people own factories and land. Everybody else is poor. Factory owners do not pay employees enough. Most people live in filthy houses, have poor health, and die young.

You want to end this misery. Your goal is to improve the living and working conditions of poor workers.

Your friends have suggested the following solutions:

- The government takes all land and factories and runs them in such a way as to help poor workers.
- The poor workers revolt, throw the government out, kill the rich, and take over the land and factories.
- Factories operate as cooperatives, with workers and former owners owning equal portions of the factory.
- The problem will solve itself. There are a limited number of employees. Eventually, factory owners will have to pay better wages, or the employees will go to work for somebody else.

You may wish to discuss the following questions with a friend, a classmate, a teacher or a relative.

- a. List two options other than the ones already suggested.

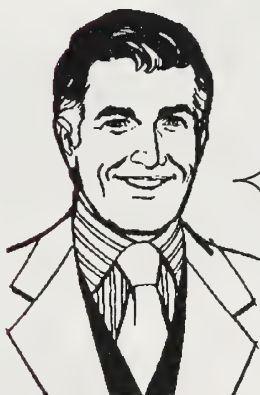
- _____

- _____

- b. Which option do you think is best? Defend your choice.

- c. Would you consider using force to make sure workers are able to have a decent standard of living? If you would use force, what kind of force would you use?

Check your answers by turning to the Appendix, Section 2: Activity 3.



Think about your answers to the last activity. Do you feel that a revolution may be needed to improve society? If so, you may enjoy reading about communism. Do you feel the system can be changed without a revolution? If so, you may enjoy learning about socialism. If you feel improvements should be made without changing the system, you may enjoy reading about conservatism. Do you feel the problem will solve itself? If so, you may enjoy reading about liberalism.

Liberalism: *a belief that people should be as free as possible to act as they feel is best*

Liberalism

Liberalism was based on capitalism. Capitalism explained economics. Capitalism also defended the Industrial Revolution, which made the middle class rich.

Adam Smith was an English economist and liberal. He explained the capitalist system. Smith felt competition controlled economics. Competition kept anybody from making too much money. It prevented employers from paying wages that were too low. Competition also kept the prices of goods down.

Consumers want to buy the best product at the lowest price. That means producers must keep prices low if they want to sell more of their product.

Employees are free to work any place they want. They usually work where they get the best pay. Employers must pay reasonable wages or they will not be able to find workers.

Laissez-faire: *a belief that a system with little government control and a great deal of personal freedom will make everybody as rich as possible*

Smith felt a *laissez-faire* system with little government control was best. This system allows a liberal amount of personal freedom. In theory, *laissez-faire* lets people control society by deciding what they will buy and where they will work.



WESTFILE INC.

Under what system would this grocer benefit most? Under which system would the consumer benefit most?

Socialism

Socialism: a belief that land, factories, and natural resources should be owned equally by everybody

Socialists want everybody to benefit equally from what society produces. They feel equally-shared wealth lets everybody benefit. Socialists feel wealth is equally shared only when there is public ownership of land, factories, and natural resources. Socialists feel the new system can be created by peaceful methods.



Robert Owen was a British socialist and industrialist. He made a model socialist community. His community had good housing; free schooling; clean, safe factories; and good wages. Owen was able to do all this without losing profits.

Communism

Communism: a belief that land, factories, and natural resources should be owned equally by everybody and that it usually takes a revolution to create such a system

Communists also like public ownership of land, factories, and natural resources. They feel people should be able to make enough money to meet their needs. Communists feel violence is usually needed to make a new system.

Communists saw conflict between two classes of people. The first class, producers, make things. The second class, rulers, rule. Rulers view and treat producers like machines. Producers hate rulers, because rulers use them. The hatred usually causes a revolution. Revolution creates a new system.

Communism gave poor workers a purpose, something for which to fight. Their suffering would result in something better.

Conservatism: a belief that society should be changed only through the current political and economic system

Conservatism

Conservatives prefer to change society through the current political and economic system. They feel that is safer than making a new system to change society.

Conservatism developed because of the French Revolution and communism. People feared a bloody French Revolution. They were afraid the violence would spread to England. Conservatives felt communism encouraged violence. Conservatives feared that communism could cause a bloody revolution. They also feared communism because communists suppressed religion.

Choose the letters of the names or terms that best complete the statements or answer the questions that follow.

- _____ 5. Mr. Savard is a biology teacher. He does not like to make many rules for his classroom. He feels students are able to decide for themselves what kinds of behavior are good in a classroom.

Which political philosophy is closest to the way Mr. Savard runs his classroom?

- a. liberalism
- b. conservatism
- c. socialism
- d. communism

- _____ 6. A well-known British socialist was _____.

- a. Adam Smith
- b. Karl Marx
- c. Robert Owen
- d. Laissez-Faire

- _____ 7. The political philosophy that came about because of the French Revolution was _____.

- a. communism
- b. socialism
- c. conservatism
- d. Marxism

Check your answers by turning to the Appendix, Section 2: Activity 3.

Follow-up Activities

If you had difficulties understanding the concepts in the activities it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

The Industrial Revolution came to England first because there was the correct combination of resources, inventions, and workers. Agricultural production had increased which provided surplus food to the workers. Many farm workers could leave the land to work in factories.

The Industrial Revolution created some problems. Children were required to work long hours. Workers often worked in dirty, unsanitary conditions. However, eventually some politicians tried to help the workers. Laws were passed to protect children and workers. New philosophies emerged because of these changes which still affect the world today.

The most common philosophy to emerge was capitalism. It was based on the freedom of supply and demand.

Supply and demand affect prices. Supply is the amount of a product for sale. Demand is the amount of a product people want to buy. If supply is greater than demand, the price tends to decrease. If demand is greater than the supply, the price tends to go up.

Competition can help control prices and wages. It is able to do that by determining supply.

Choose the answers that best complete the statements or answer the questions that follow. Write the answer in the blank to the left of each question.

- _____ 1. Over 3800 new welders are needed to replace those who will leave welding this year. About 1800 new welders entered the trade this year.

What is most apt to happen to the wages of welders?

- a. There will be a tendency for welders to take cuts in wages.
- b. There will be a tendency for welders' wages to stay the same.
- c. There will be a tendency for welders' wages to increase.

- _____ 2. There is a need for about 250 000 new cars each year. The new cars are needed to replace old cars and for first-car purchasers. The auto industry has produced 480 000 new cars.

What is most apt to happen to the price of cars?

- a. There will be a tendency for the price of new cars to be reduced.
- b. There will be a tendency for the price of new cars to increase.
- c. The price of new cars will not be affected at all.

Check your answers by turning to the Appendix, Section 2: Extra Help.

Enrichment

The following excerpt is a portion of the testimony given to the British Mines Commission of 1842. It reveals the type of life endured by Jane Moffatt, a twelve-year old coal-putter. The language used reflects her speech.

1842 Mines Commission Testimony

I pull the wagons of 4 or 5 cwt. from the men's room to the horseroad. We are worse off than the horses as they draw on iron rails – we on flat floors.

We have no meals below. Some of us get pieces of bread when we can save it from the rats which are so ravenous that they eat the corks out of our oil flasks.

I draw the carts through the narrow seams. The roads are 24 to 30 in. high; draw in harness which passes over my

shoulders and back; the cart is fastened to my chain.

The place of work is very wet and covers my shoe-tops.

I work on my mother's account with sister, as father was killed in the pit 5 years since. There are often accidents below.

Mother has 8 children. 3 of us work below; we are her only support.¹

The roads would be 54 to 68 cm high.

¹ British House of Commons. *Sessional Papers*, Vol. 16, 1842, p 449.

Imagine you were living when this testimony was given and that there are no child-labour laws. Employers can treat children any way they want! Some children are crippled or injured as a result of poor working conditions.

Your job is to create child-labour laws. You do not have the power to eliminate child labour; you can only recommend a few laws to help protect children who are working.

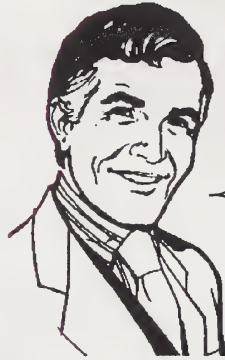
Outline three or four laws you feel would help protect the health and welfare of child workers.

Example: Limit the hours children can work to _____ hours a day.

Check your answers by turning to the Appendix, Section 2: Enrichment.

Conclusion

In this section you studied the causes and the results of the English Industrial Revolution. Agriculture, transportation, natural resources, technology, and trade were causes discussed for the Industrial Revolution. The economic, social, political, and life-style results of the Industrial Revolution were also discussed.



At the end of this section, you should be able to list and briefly describe the causes and results of the English Industrial Revolution. You should also be able to define what industrialization and urbanization are. If you cannot do these things, you should review your notes for Section 2 before starting Section 3.

Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Industrialization and Imperialism



Pitt and Napoleon appropriating their respective areas of influence – by James Gillray, 1805.

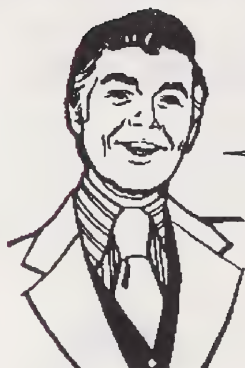
— England and France carve up the world.

You are aware of the impact of industrialization on your own life.

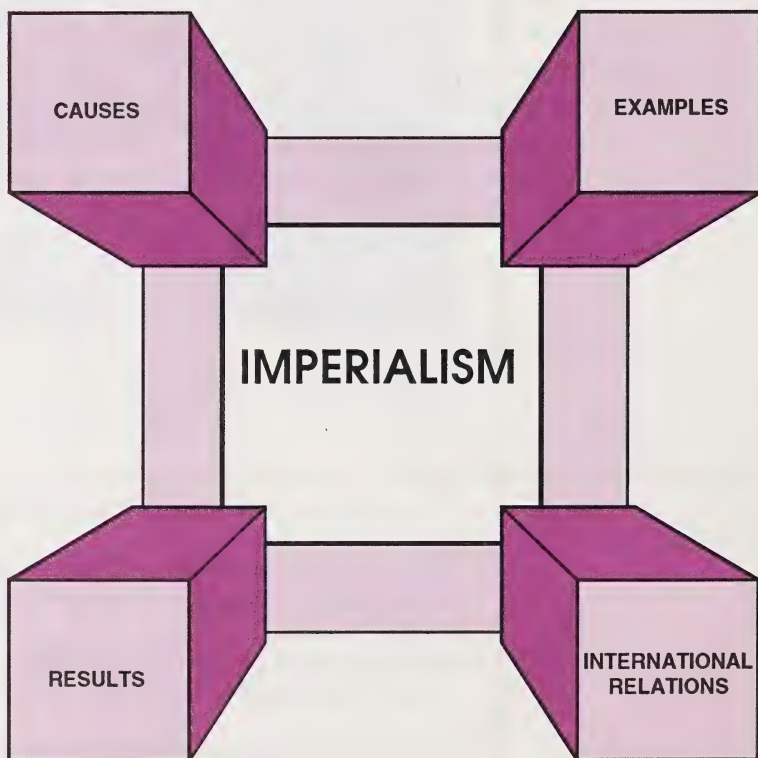
In Section 2 you learned how the Industrial Revolution changed one society, English society. It changed how people in English society related to each other.

In this section you will learn how industrialization changed the way societies related to each other and how industrialization was a cause of imperialism.

You will also see how industrialization and imperialism had an impact on international relations.



Look at the following diagram for a few seconds. It illustrates what you will learn about imperialism in Section 3.



Imperialism: one country trying to control the economy, politics, and military of another country

Colonialism: one country controlling the government of another country



Activity 1: Causes of Imperialism

Imperialism increased rapidly after the Industrial Revolution. Most industrialized countries colonized some non-industrial countries. The reasons for imperialism were

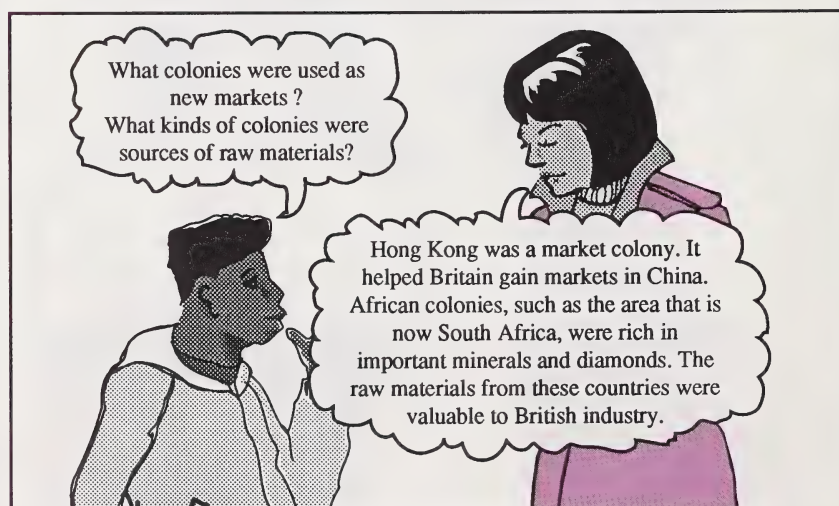
- economic
- religious
- political

Economic Causes

Economics was a major cause of imperialism. Industrial countries saw imperialism as a way to meet their economic needs. Industrial countries have two major needs: raw materials and markets. Raw materials are needed to produce goods; people are needed to buy what is produced.

Colonies offered raw materials and markets. Colonies were a secure source of raw materials. Raw materials could be taken from colonies for use in the factories. Colonies increased markets; that is, colonies increased the number of people who could buy what was made in factories.

Colonies were a relatively safe place to invest money. Wealthy people could invest money in colonies controlled by their own country. They knew their country would help protect and look after their interests.



Humanitarian: wanting to help other people

Religious and Humanitarian Causes

Not everybody wanted colonies for financial reasons. Some people wanted colonies so they could help other humans.

People usually think their culture and religion is best. Industrialized people felt their culture was civilized and that other cultures were savage. Non-Christian religions were considered heathen.

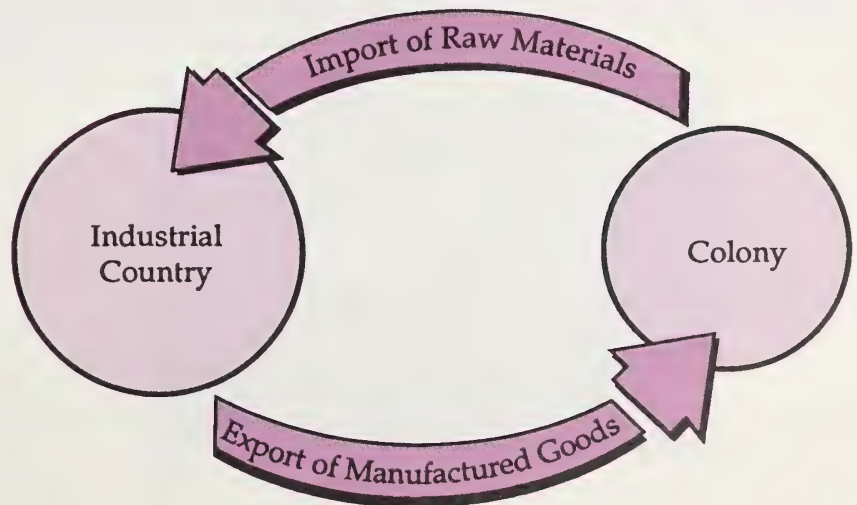
Many Europeans wanted to civilize the savages, by helping them adopt European ways and religion. Christians wanted to save the souls of the heathens, by converting them to Christianity.

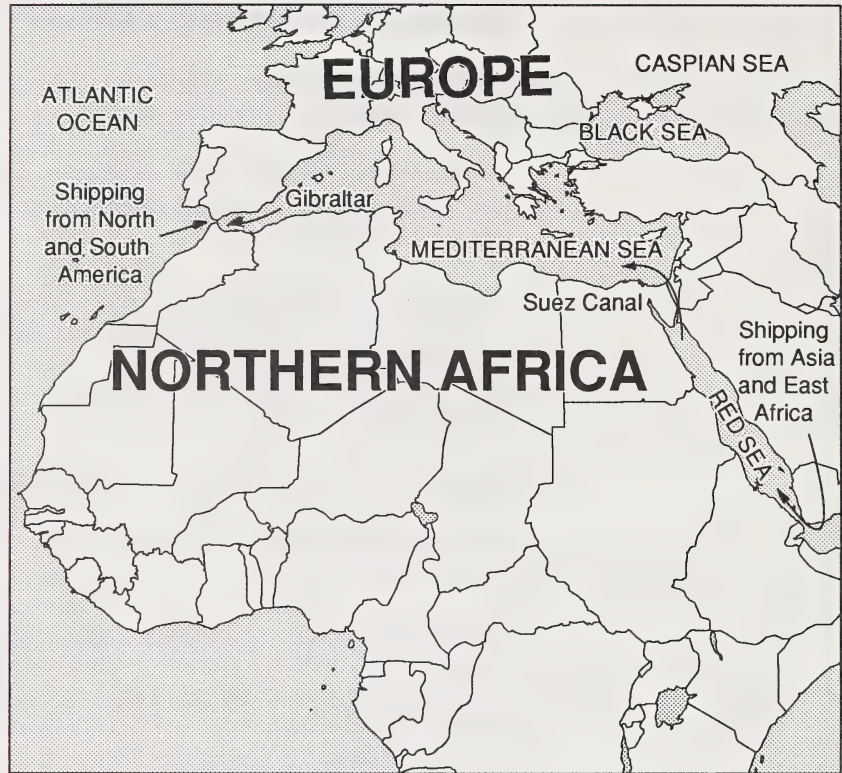
Military and Political Causes

Bismarck, the German Chancellor, did not want colonies because they might become a financial burden; however, he decided that Germany could not let competing countries control all of Africa. As a result, Germany colonized parts of Africa and Asia.

Industrial countries depend on imports and exports. Raw materials are imported; manufactured goods are exported. Imports and exports are often shipped by sea. This makes shipping important. If an enemy power stopped your shipping, your economy might collapse.

Some colonies were valuable, because they controlled an important sea lane. Gibraltar and the Suez Canal were areas Britain took control of so it could control access to the Mediterranean Sea.





From this map of Europe and Northern Africa, you can see how Gibraltar and the Suez Canal controlled shipping lanes into and out from the Mediterranean Sea.

1. Imagine that you are the ruler of an industrial power just after the Industrial Revolution. Which cause of imperialism would you consider to be the most important reason for your country to become an imperial power? Give reasons for your answer.

2. Assume that the following situation takes place:

The Jamaican government is thinking of passing a law that would hurt a Canadian multinational company. The Canadian company pressures the Jamaican government not to pass the law. The Canadian government also pressures the Jamaican government not to pass the law.

Is the action of the Canadian government imperialistic? Defend your answer.

Check your answers by turning to the Appendix, Section 3: Activity 1.



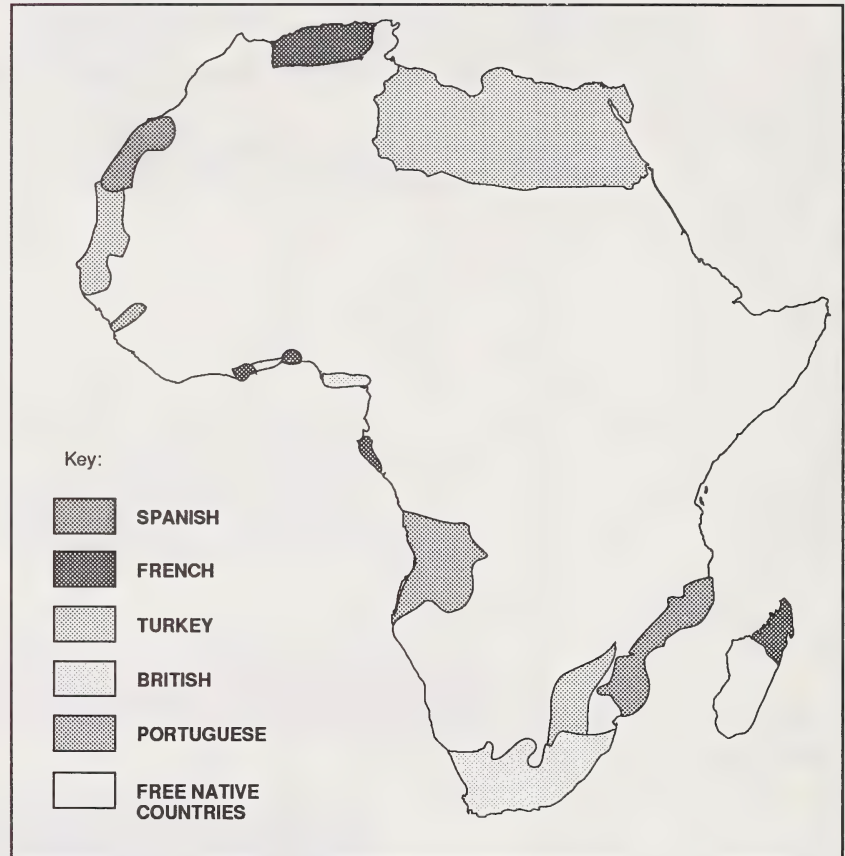
CIDA

What examples can you see of the influence of imperialism in this scene from Bangladesh?

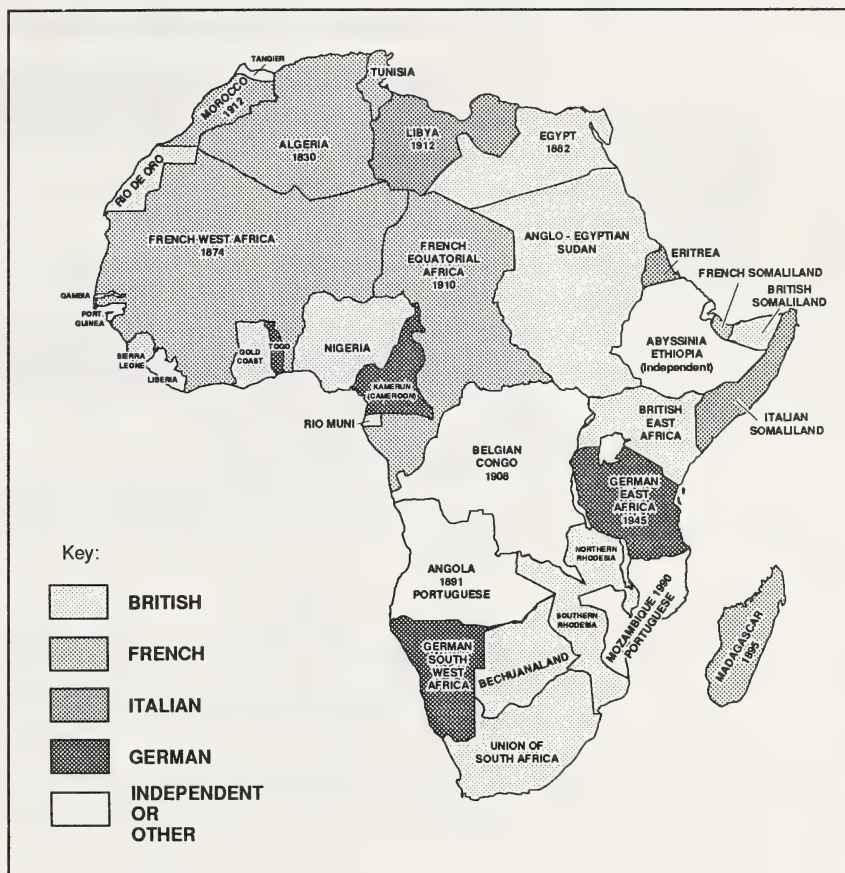
Activity 2: The Spread of Imperialism

Use the *Imperialism in Africa* maps to answer the questions which follow.

Imperialism in Africa



Africa in the 1880s



Africa in 1914

1. a. Judging from the preceding maps, was imperialism in Africa increasing or decreasing between the 1880s and the early 1900s?

- b. Judging from the maps, what was happening to the power of independent African societies between the 1880s and the early 1900s?

Hint: Look at the size of the white area or the area controlled by free native African societies.

2. What were the two largest imperial powers in Africa?

Hint: Compare the size of the area controlled by the different imperial powers.

- _____
- _____

Check your answers by turning to the Appendix, Section 3: Activity 2.

Most European industrialized countries got into the race for colonies. France, Germany, Britain, Russia, Spain, Italy, and Austria-Hungary were imperial powers. Even tiny countries like Denmark, Belgium, and the Netherlands had colonies.

Between the 1870s and World War I, the French Empire grew by about six million square kilometres. At the same time, the German Empire grew by around 1.5 million square kilometres. The British Empire expanded the most. Britain picked up over 7.2 million square kilometres.

The United States and Japan became imperial powers, too. The United States took control of the Philippines, Puerto Rico, and Guam. Japan took Korea and Taiwan.

Imperialism was such a powerful force that some historians have called the late 1800s the Age of Imperialism. By the start of World War I over ninety percent of Africa was colonized. Large sections of Southern Asia were colonized too. Britain, France, Russia, and Japan used their influence to indirectly control large sections of China.

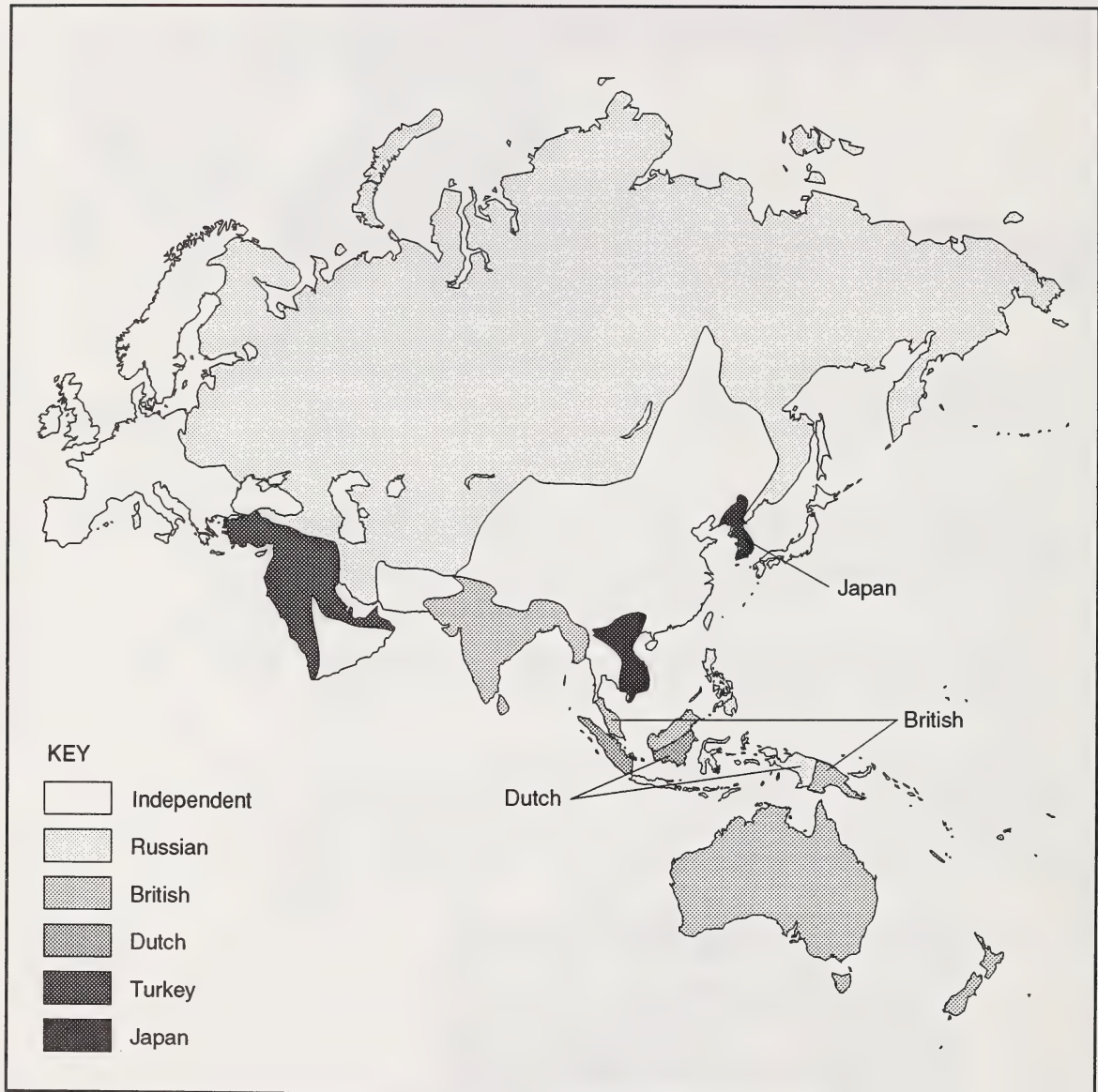


The British and French battled over control of Canada over 100 years earlier.

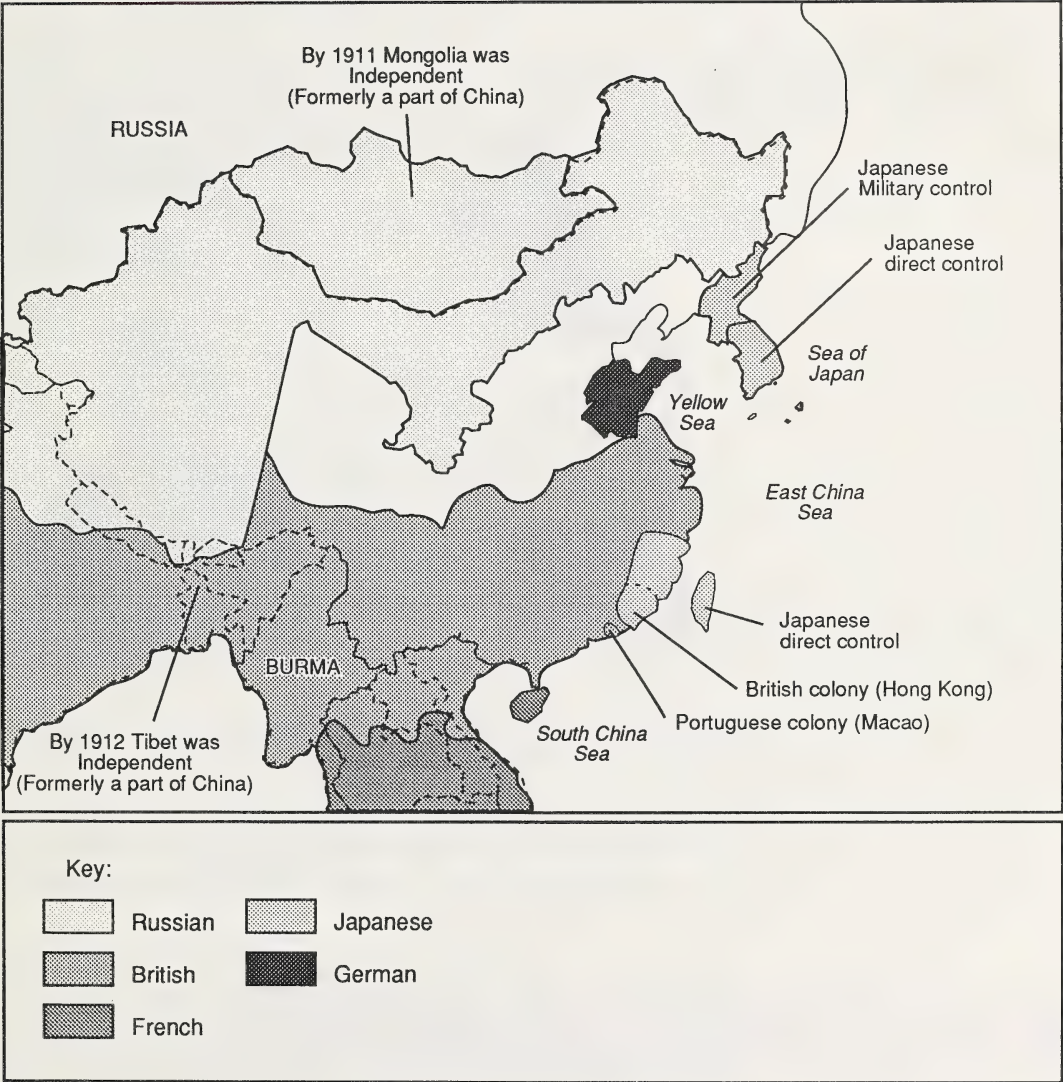
Colonial Empires in North and South America in 1914



Colonial Empires in the Continents of Asia and Australia

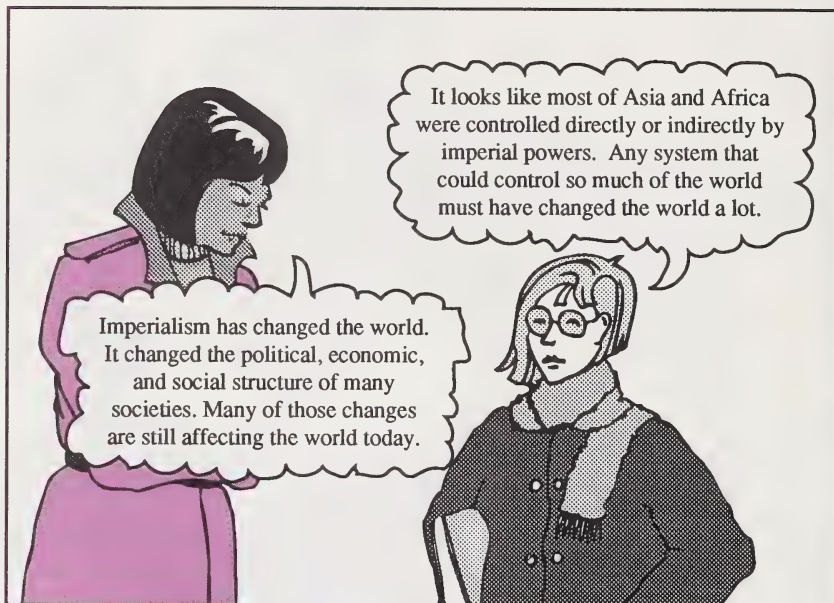


Colonial Control of China



Imperialism in China in 1912

The preceding map shows the areas of China that were taken by other countries as colonies or that were indirectly controlled by imperialism.



Before the 1800s, there was little European trade in China. Chinese law limited foreign trade. Westerners were not allowed to have much contact with Chinese.

The Chinese exported a lot of silk and tea to Europe, but China did not buy many European goods. British traders wanted China to buy many European goods, so they could make more money. Therefore, British traders started importing the drug opium into China.

It was illegal in China to import opium. The drug trade caused a lot of disorder and it hurt the Chinese economy. Too much money was leaving China to pay for opium. To stop these problems, the Chinese captured and destroyed thousands of chests of opium. This angered British opium traders and resulted in war between China and Britain in 1839.

The British easily won the **Opium War**. The Chinese were forced to agree to harsh terms. The British got Hong Kong as a colony. They also gained a number of trading ports in China. British citizens were allowed to live in these ports.

Opium Wars: wars China fought with Britain and other western powers in 1839 and 1844 in attempts to keep opium out of China

China lost a second Opium War in 1844. The terms of the treaty legalized the opium trade. It also let Christian missionaries work in China. Westerners were allowed to live in China and they did not have to follow Chinese law; rather, they lived under western law.

Many Chinese did not like western influence and religion in their country. Their hatred of western culture caused the **Boxer Rebellion**. In the 1890s, some Chinese attacked and killed westerners and Chinese Christians. The rebellion was crushed by European military action.

***Boxer Rebellion:** rebellion in 1900 when Chinese opposed to foreign influence attacked and killed westerners and Christian Chinese*

3. List two imperialist actions European countries took in China.

- _____

- _____

4. What did European countries do when their economic interests in China were threatened?

Check your answers by turning to the Appendix, Section 3: Activity 2.

Activity 3: The Impact of Imperialism

Imperialism brought about many changes

- social and cultural changes
- economic changes
- slave trade
- international relations changes
- nationalism and tribalism
- political changes



Social Changes

Some colonized societies were tribal societies with no written language. In a period of a few years, they had to adapt to written language, tight deadlines, wage labour, and a formal legal system.

The social system of many African tribal groups was changed by the slave trade. Families were torn apart. Some family members were taken away as slaves, while others remained in their society.

Some African societies were devastated when they were conquered. In German Southwest Africa, over sixty percent of the population died resisting colonization. In the Belgian Congo about half of the population died before the area was conquered. British forces killed 20 000 people before capturing the Sudan in Africa.



Economic Changes

The economic systems of pre-industrial societies were changed by imperialism. These societies had been self-sufficient. They had produced all the things they needed to live. After colonization, their economies became market economies. Colonies depended on trade. The colonies sold raw materials and bought finished products.

It was difficult for non-industrial countries to compete with industrial countries. Local people could not make things as inexpensively as western factories could. This resulted in a loss of jobs for tradespeople and artists. The standard of living went down.



CIDA Africa has the capacity to feed nearly three times its present population. However, the colonial legacy of cash crops, such as coffee, have taken productive land away from the growing of local food crops.

Land that had been used to raise food was used instead to grow crops to be sold to other countries. In the Sahel area of Africa, for instance, cotton and nuts were grown for export. The change to export agriculture caused suffering.

In Africa there was little hunger before colonization. Enough food was produced for African needs. After colonization, growing food and saving it for local needs was discouraged. The French taxed food storage. They did that to encourage the raising of crops that could be exported to France. This resulted in less food being grown.



Export agriculture still hurts some countries. Haiti has some of the richest farm land in the world, yet many of the people go hungry. The rich farm land is used to raise sugar, coffee, cocoa, and other crops for export.

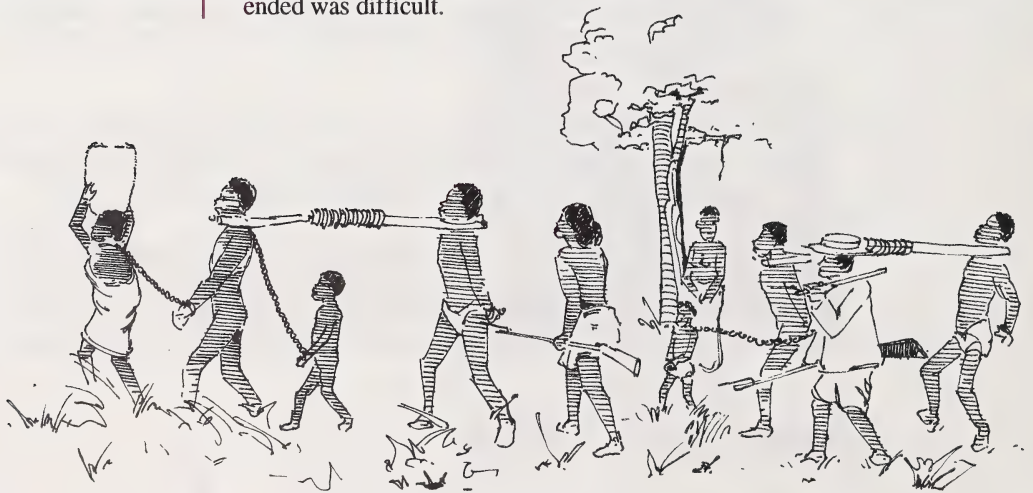
Slave Trade

The slave trade involved the buying and selling of humans for profit. Slaves were offered as a cheap source of labour.

The slave trade existed before white men came to Africa, but the new slavery disrupted African society because it involved so many people. Africans tried to capture members of other tribes to sell them to whites as slaves. Slavery, therefore, increased the conflict between tribes.

Millions of Africans went as slaves to North and South America and Europe. It is unlikely anybody knows how many slaves were taken from Africa. Estimates suggest that nine to twelve million Africans were taken as slaves.

Western Africa was a major centre of the slave trade. This area depended on the slave trade for hundreds of years. Shifting to other industries as the slave trade ended was difficult.



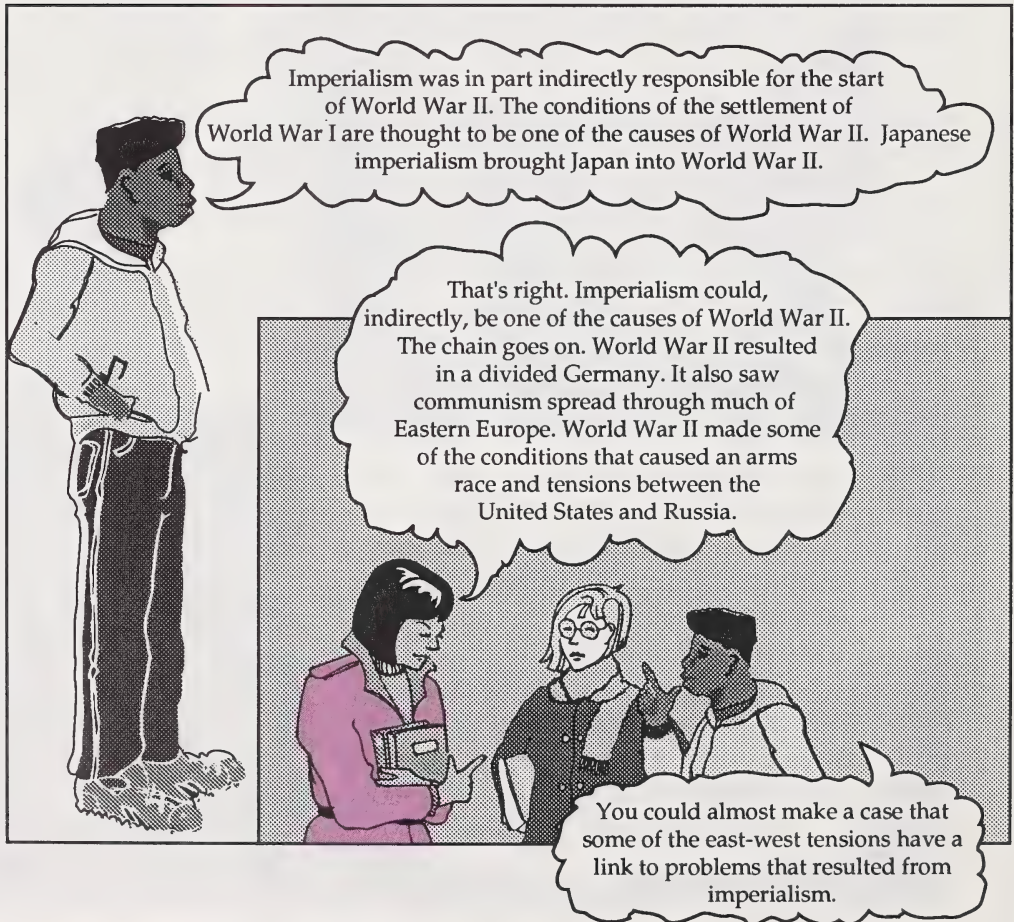


International Relations

Imperialism changed international relations. Some of the changes are still affecting us today.

The industrial countries competed for markets, colonies, and control of vital shipping lanes. The imperial powers tried to cooperate to prevent war, but sometimes the competition turned ugly.

At times, conflict resulted from competition. For example, in 1899, Britain went to war against the descendants of Dutch settlers in southern Africa. The United States went to war with Spain in a contest that gave the U.S. control of Puerto Rico, the Philippines, and Cuba. Imperialism and economic competition were two of the causes of World War I.



Nationalism/Tribalism

Nationalism: a feeling that one's own nation and its culture are the best and a desire to control one's own nation's affairs

Societies under colonial control wanted freedom. They wanted to be their own masters, to make their own decisions. Asian and African **nationalism** grew. In some cases, nationalists used military force to gain independence.

Africa was not divided into colonies according to tribal divisions. Tribes that were enemies often ended up in one colony. Tribalism resulted after some colonies became independent. Tribes at times fought for control. Often the tribe in power mistreated other tribes. Members of other tribes were often discriminated against and sometimes were tortured or killed.

Some tribes or societies ended up being divided. Part of the tribe or society would be in one colony and part in another. This created some problems between former colonies. If a country dominated by one tribe saw another country mistreating members of its tribe, tensions resulted between the two countries.



CIDA

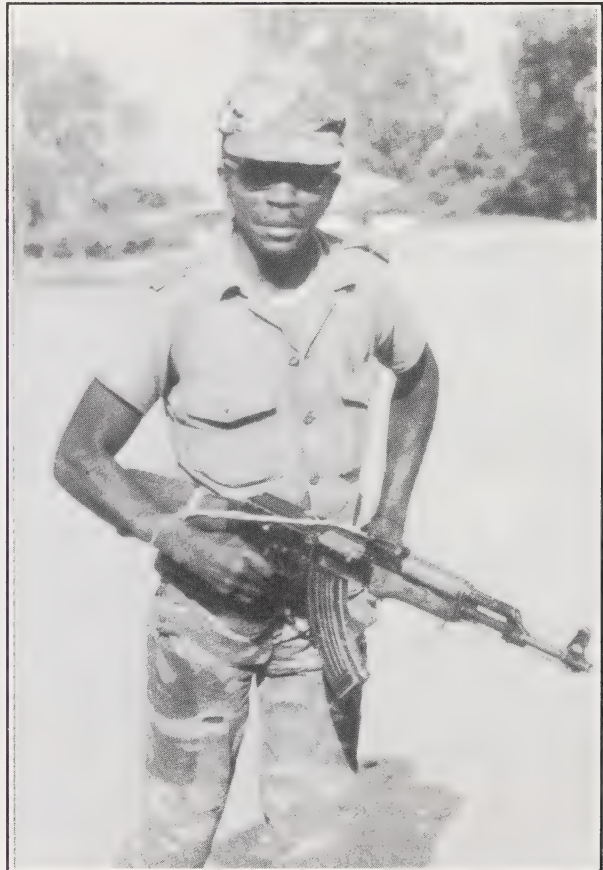
What changes do you think imperialism had on the life of this African woman?

Political Changes

By 1930, over eighty percent of the world was controlled by western nations. Western systems of civil service and law were kept by many of the colonies when they became independent.

Colonies such as India switched from colonial control to democratic government without much difficulty. The British colonies sometimes were gradually given a say in local affairs. People experienced in government were able to run the government after independence.

This was not the case in other colonies. Colonies without experience in self-government often did not easily switch to democratic self-government. Some of these colonies had inefficient, corrupt dictatorships within a few years of gaining independence.



CIDA Some political changes lead to dictatorship.

	Malaysia	Peru	Niger
What was the first imperialist country? When?			
What was the time period for the struggle for independence?			
What were the means of conquest?			
What were the goals of the imperial countries?			
What were the imperialist contributions to the colony?			
How were the people controlled?			
Were outsiders brought in as labour force? Who?			
Was there a new colonial power in country? Who? Why?			
When was independence obtained?			
Was there a violent or armed revolution?			
Did political freedom mean economic independence?			

3. List three changes brought about by imperialism.

- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 3: Activity 3.



Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

In this section you have looked at imperialism – its causes and its effects. Today it is not always easy to understand the compelling reasons that drove Europeans of the nineteenth-century to engage in imperialistic activities. The following reading should help make these reasons clearer.

...to us, and not to others, a certain definite duty has been assigned. To carry light and civilization into the dark places of the world; to touch the mind of Asia and of Africa with the ethical ideas of Europe...to fill the wide waste places of Australia and Canada with the children of Britain; to people with our race the lofty plateau through which the Zambesi rolls...to draw from the soil, or from beneath the soil, the wealth hoarded for uncounted ages for the service of man...to let the sound of the English tongue and the pure life of English homes give to the future of those immense regions its hue and shape . . .¹

1. The major reasons for imperialism are listed here. Circle the reasons that appear in the preceding paragraph.
 - a. Economic – desire for raw materials or markets for products
 - b. Religious/Humanitarian – desire to help people or to convert people to a certain set of values or a certain religion
 - c. Military/Political – desire for control of important areas of the world
2. What other reasons are given in the article for British imperialism?

Check your answers by turning to the Appendix, Section 3: Extra Help.

¹ Wyatt, Harold F. *The Nineteenth Century*. Vol. 41, 1897, pp. 516–530.

Enrichment

The author of this excerpt from 1902 sees imperialism as being costly to the public and of advantage to only some sectors of society.

Read the excerpt and answer the questions after it.

... business and professional interests, feeding upon imperialistic expenditure
... support every new imperialist exploit.

If the £60 000 000 ... expenditure on armaments in time of peace was subjected to a close analysis, most of it would be traced directly to...firms engaged in building warships ... manufacturing guns ... ammunition ... supplying ... the services.

... manufacturers ... gain a living by supplying the ... wants of the new countries we annex or open up

The shipping trade has a very definite interest which makes for Imperialism. This is well illustrated by the policy of State subsidies ... to encourage British shipping ...¹



1. What disadvantage did the author see in imperialism?

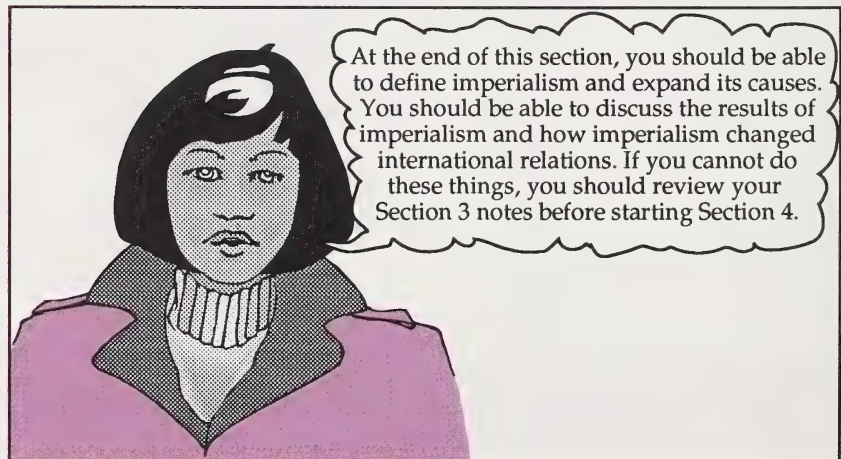
¹ Hobson, Johan A. *Imperialism: a Study*. London: James Pott, 1902, pp. 53-56.

2. Who did the author feel made money from imperialism?

Check your answers by turning to the Appendix, Section 3: Enrichment.

Conclusion

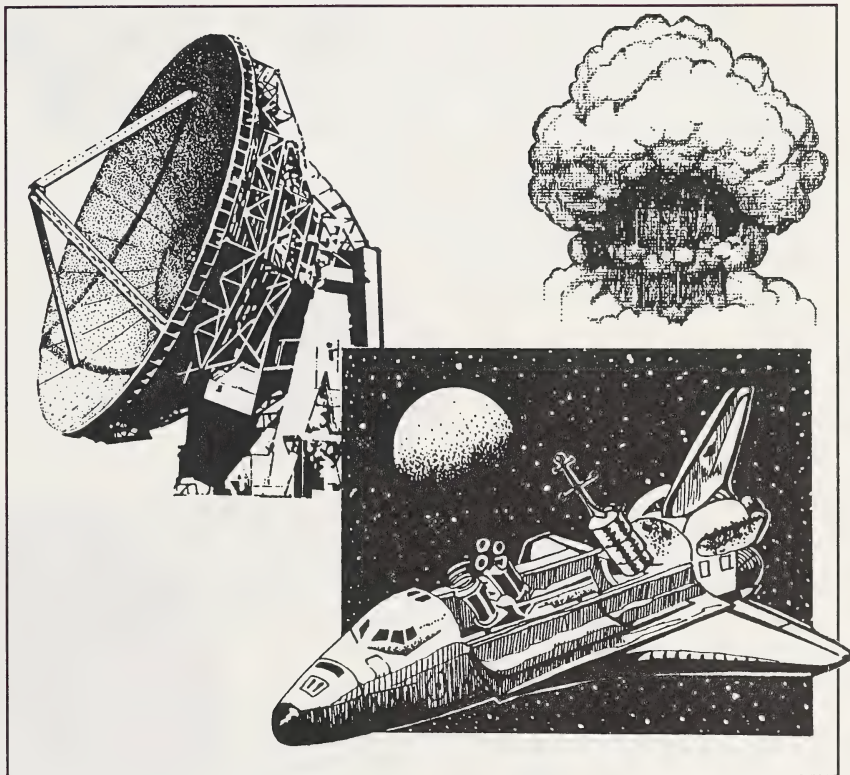
In this section you studied the causes and results of imperialism. The ways in which imperialism changed international relations were also discussed.



ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Industrialization and the Twentieth Century

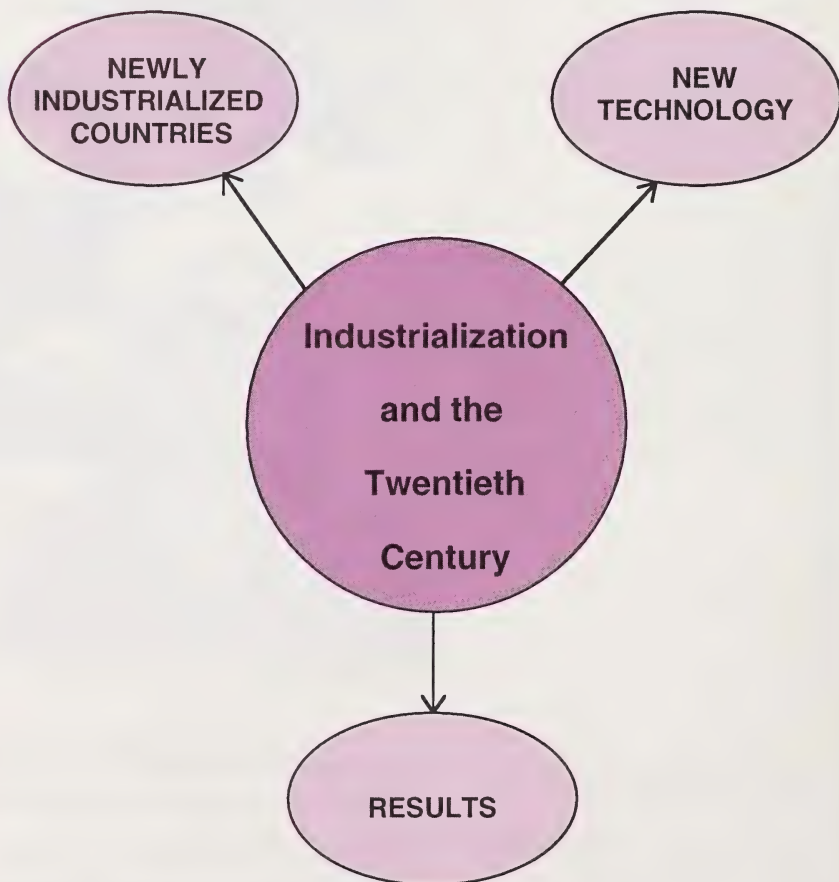


You are aware that new technology is constantly being developed. Can you think of ways in which changing technology changes your life and that of the rest of society? In Sections 1, 2, and 3 you learned that industrialization was one of the major forces that has changed our world.

In Section 4 you will see that industrialization is still one of the major forces changing our world. You will learn how new technology affects the world. You will also study a newly industrialized country, South Korea.

By the end of this section, you should be able to understand the term technology, give examples of the impact of new technology on our society, and explain how industrialization is still changing countries.

The following diagram illustrates what you will learn about industrialization in Section 4. You may find it easier to remember what you read in this section if you keep this diagram in mind.



Activity 1: The Impact of Technology

Technology: the use of science for a practical purpose; the use of a technical item to reach a goal



Technology has good and bad results. In some ways new technology is positive. In other ways new technology is negative. A technology can affect different people in different ways. Groups of people with different values and interests will react differently to new technology. People who benefit from technology often support it. People who will be hurt by new technology are often against it.

Complete **one** of the following two questions.

1. Assume that the following has happened:

A scientific discovery has just been made. A substance has been discovered that makes people or things disappear and reappear again. The substance is very expensive. The government is trying to decide if it should allow the substance to be produced. The government is holding public hearings to decide if the product should be produced.

Pretend you are each of the listed people. Write one or two sentences saying how you would feel if you were each person. You may want to discuss with friends, relatives, or classmates how each person would feel.

Following each person is a hint that may help you understand how each person might feel.

- a. a religious leader

Hint: A religious leader might feel that God is opposed to this.

b. an army general

Hint: A general might feel that the discovery can be used to help defend the country.

c. a police constable

Hint: A constable might fear that the discovery might be used by criminals.

d. the discovering scientist

Hint: The scientist might think of some of the benefits to society of the discovery.

2. Assume that the following has happened:

Scientists have discovered a miracle drug that prolongs life. Insects that normally live weeks have lived for years because of the drug. There is a possibility humans could almost live forever with the drug; however, the drug is expensive. Only the very rich can ever afford it. The government is holding public hearings to decide if the product should be produced.

Pretend you are each of the listed people. Write one or two sentences saying how you would feel if you were each person. You may want to discuss with friends, relatives, or classmates how each person might feel.

Following each person is a hint that may help you understand how that person might feel.

- a. a religious leader

Hint: A religious leader might feel that God is opposed to this.

- b. a poor person

Hint: Poor people might feel angry because they would never be able to take advantage of this drug.

- c. a rich person

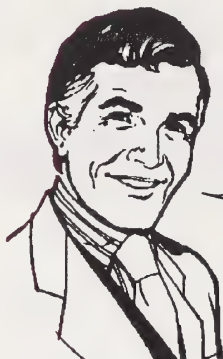
Hint: Rich people would want to use the drug.

- d. the discovering scientist

Hint: The scientist would probably see many benefits to society if top medical scientists and political leaders could live for hundreds of years.

Check your answers by turning to the Appendix, Section 4: Activity 1.

It's obvious that the Industrial Revolution had good and bad results. Technology and industrialization still have mixed results.



I agree. South Korea started to industrialize in the 1960s. Industrialization gave South Korea some of the same problems it gave Britain over 150 years earlier. Here is some information I found on South Korea.

Activity 2: South Korean Industrialization – A Case Study

South Korean industrialization has been remarkable. In about one generation, South Korea changed from an agricultural to an industrial society.

After World War II, Korea was divided into two countries. In 1950, North Korea attacked South Korea. The three-year war killed about two million people. Major Korean cities were devastated from war. Out of the ruins of war, however, South Korea has become a major industrial power.

Economic growth in South Korea is the envy of the world. In the late 1950s, it was one of the poorest countries. Now South Korea has the fastest-growing economy in the world. In a fifteen year period ending in 1978, South Korea's trade increased almost thirty-two times faster than world trade.

The largest shipbuilders in the world are located in South Korea. South Korean car companies have taken a chunk of world markets held by Japanese car companies. Its heavy steel industry is growing while Japan's is shrinking. South Korean electronics and computers are cutting into markets held by American and Japanese companies.

Rapid industrialization has changed the daily lives of South Koreans significantly.



Life-style Changes

Factory work has changed life-styles in South Korea. South Korean workers have poor working conditions. Few labour laws exist. Many workers are not aware of labour laws.

- South Korean workers have both one of the longest work weeks and one of the highest industrial accident rates in the world.
 - Many industrial workers work over fifty-two hours a week.
 - Some workers get only a fifteen-minute noon break.
 - Poor ventilation and dangerous work are common complaints.
 - The average per capita income is around \$2000 U.S.
 - Some employers beat their employees.
- Unions have few rights. Unions need to get government permission to strike. Workers have a limited ability to improve their situation.

South Korea is becoming an urban society. Urbanization has created some problems. Over fifty-five per cent of the people live in urban areas. Seoul, the capital, is a city of ten million.

- Seoul suffers from air pollution.
- Housing is poor in Seoul. Many people live in shacks in shantytowns.



It's no wonder South Korea has political unrest. The conditions people live and work under would cause discontent.

Education

All the changes industrialization has brought to South Korean society have not been negative. One very positive change has been that people are becoming highly educated. More than a million students attend college. A higher percentage of South Koreans graduate from applied science programs than do Americans.

1. List three problems South Korea is experiencing today that are similar to those England faced during the Industrial Revolution.

Hint: You may want to refer back to Section 2 of this module.

- _____
- _____
- _____

2. What has South Korea gained from industrialization?

Check your answers by turning to the Appendix, Section 4: Activity 2.

South Korean industrialization is affecting Canada. South Korean products are cutting into markets for a few Canadian products. Some Canadian firms find it difficult to compete with the efficient plants and the low wages of South Korea.



Activity 3: Results of New Technology



Some people fear competition from foreign countries such as South Korea. Many people may disagree with what I'm about to say. I think competition from other countries will probably change Canada less than new technology will. This article describes some of the changes new technology will bring to our society.

Cottage Industry: a system whereby things are made in workers' homes rather than in separate buildings

From Cottage Industry to Cottage Industry

by Alan Fisk

*The Industrial Revolution took work out of the home and into the factory.
The Post-Industrial Revolution might return work to the home.*

Fifteen years ago, the American sociologist Daniel Bell published a provocative book called *The Coming of Post Industrial Society*. Bell claimed that we are living at the end of the great age of manufacturing which began two hundred years ago in the Industrial Revolution, and that we are moving toward an economy based upon the exchange of information instead of the exchange of goods.



This shift will be as important as the earlier revolutions in economic life. The first happened around ten thousand years ago, in the New Stone Age, when

agriculture replaced haphazard hunting and food gathering. The second was the Industrial Revolution, when manufacturing shifted to mass production by machines in factories.

Each of these revolutions brought about great changes in human life, and they were unwelcome to many people. Proud hunters despised herdsman and farmers, but farming won out. Settled life replaced a nomadic, or roaming, existence. An organized food supply meant that people no longer had to spend most of their time looking for something to eat. They used the extra time to start developing simple mechanical devices.

Much later, the Industrial Revolution also appalled many people. And it is still common today to hear anti-technology sentiments and hostile attitudes to business and industry. Those who believe that manufacturing is the heart of a successful economy regard the post-industrial society as a threat too.

The Agricultural Revolution happened when someone discovered that animals could be tamed and seeds could be deliberately planted. The Industrial Revolution came about when technical breakthroughs made use of steam, water, and electricity to power machines for mass production. And now the Post-Industrial Revolution is here because of more scientific discoveries.

Some say that the age of great inventions is over; that there has been no important new invention since the laser 40 years ago. But the pace of refinements to older technology has accelerated enormously in the last 30 years.

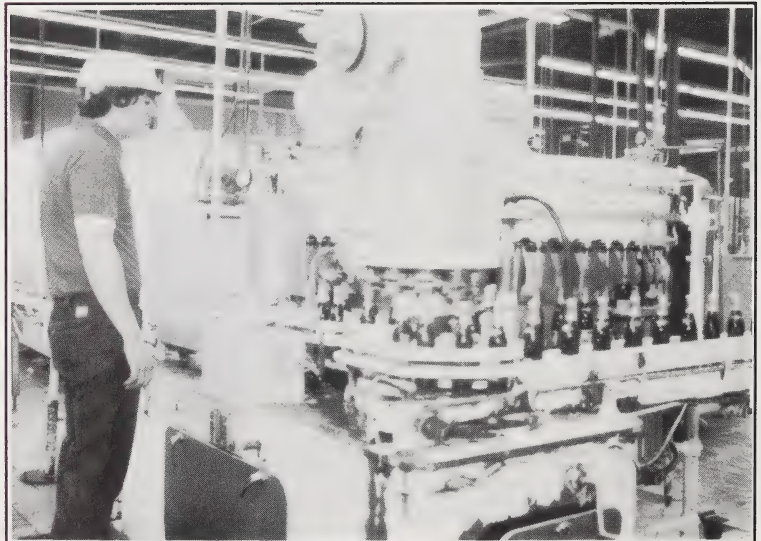
The key area is electronics. During the 1950s and 1960s, electronic components were made smaller and smaller. In 1970, the microprocessor was introduced. Essentially, it was a tiny computer on a silicon chip the size of a postage stamp. It meant that computer control could be built into an enormous range of machines which previously had worked by bulky mechanical systems. Electronic

calculators, expensive items when introduced in 1969, are given away free as advertising promotions today.

By 1975, it was possible to buy your own computer to use at home, a faraway dream only six years before. Computers became capable of storing vastly more information, and of transmitting it among themselves by wires, by satellites, or by an ordinary telephone line.

The microprocessor also led to breakthroughs in the science of robotics – although their effects were not as extensive as some futurists thought 30 or 40 years ago. Then, some predicted that in the 1980s every household would have its own helicopter and the chores would be done by a helpful robot walking around with dustpan and brush in its metal hands.

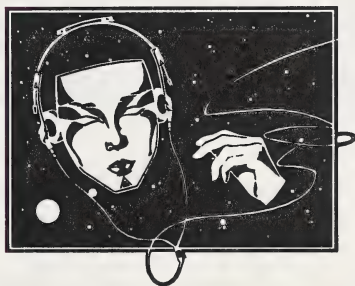
Robotics has taken a different direction. It has proven impractical to build a robot on the human model with arms and legs. It performs tasks much less efficiently than a real human. Instead, robots are highly specialized, doing a single job very well.



This robotic bottle-filler requires only one supervisor.

WESTFILE INC.

A factory robot may install a rivet on a car passing by on an assembly line, the kind of boring and repetitious job once done by a human worker. The robot is a tireless employee. It takes no days off, never goes on strike, and can work in conditions which would be too uncomfortable or dangerous for a human worker.



You may say that's fine for the factory owner and for the robot, but what about the worker it replaced? Is he or she condemned to a life on welfare, or wiping down tables in a hamburger restaurant for much lower wages than an assembly line worker receives?

In 1986, Britain imported more manufactured goods than it exported. This was the first time this had happened since the start of the Industrial Revolution. All over the Western world, factories are closing down, creating *rust belts* such as the northeastern United States. Long-term unemployment has hit workers who never imagined that it could happen to them.

Daniel Bell's analysis suggests that the shift to an **information economy** might not be a sign of decadence but the way of the future. In Canada, the percentage of workers in information-related jobs has doubled to 40 per cent in the last 50 years, and the number of jobs in this sector is growing at twice the rate of the economy as a whole. The information jobs are usually more pleasant than the old assembly-line tasks, but the adjustment to this new kind of economy may be as painful as

the change from an agricultural to an industrial society was.

The Industrial Revolution created the work ethic. Before, people worked until they had made as much money as they wanted for the day, and then they stopped. People worked to stay alive. Work was not an end in itself. When work itself became important, people were judged partly by what they did. One of the first questions a new acquaintance might ask is, "What sort of job do you do?" Those without jobs feel a deep sense of shame, guilt, and worthlessness.

In addition to the work ethic, it was accepted that the father of the family was solely responsible for its support, and should work away from the home five or six days a week. This was a radically new idea a few hundred years ago. Today, it is so deeply ingrained that an unemployed man may feel deeply embarrassed if his wife supports the family.

Just as the Industrial Revolution put millions of farm labourers (peasants) out of work, so robotics has made many factory workers redundant. The question is: How are they to make a living, and how are young people entering the work force to find their first jobs?

The answer seems to be flexibility: people must expect to make several career changes during their lives, and to be constantly educating and retraining themselves.



Information economy: a society in which most people have jobs that require them to do a lot of work with numbers or written words

Computers may also return Western society to older, pre-industrial work patterns. With universal access to computers at home, it's possible to work at home. This is rare today, but probably will become much more common, as it was in the past when craftsmen worked from their houses and had their products collected by the buyer's agent.

The post-industrial society probably will require fewer jobs needing physical skills but more for people in information handling. There also may be jobs for unskilled or menial work which robots cannot handle.

The youth unemployment problem is easing in some areas simply because fewer young people are entering the workforce. In fact, labour shortages have begun to appear in the service industries in urban areas.

One of the biggest elements of post-industrial society will be change itself. Unlike pre-industrial society, where things changed little in the course of a human lifetime, we will be bombarded with constant changes as information continues to expand. Our task will be keeping up with it all.¹



Finding jobs in the future may be extremely difficult.

WESTFILE INC.

¹ R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World* "From Cottage Industry to Cottage Industry," March, 1988. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

1. a. What has happened to the number of people working in information-related jobs in Canada in the past fifty years?

 - b. What economic age could this mean Canada is entering?

 - c. What will a person need to do to be able to remain employed in a society where an economic revolution is happening?

2. List the three revolutions discussed in the article.
 - _____
 - _____
 - _____

Check your answers by turning to the Appendix, Section 4: Activity 3.

Rapid change will put people under stress. Many people will find it hard to cope with the changes new technology will bring.

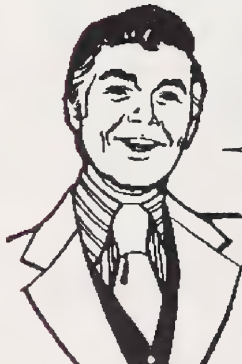


All of the information in the world is doubling every ten years. That will make it hard for people to keep current. Occupations will be eliminated and created overnight. People will have to retrain for new jobs fairly often. That means we will never really leave school for good.

Unemployment and rapid societal change will increase social problems. Frequent job changes will make leisure activities more important.

Technology will present us with some difficult moral decisions. For example, we may have to decide if we should control genetics to determine the characteristics or sex of children. Laws will need to be changed to keep up with the moral questions technology presents.

We will have to know a lot about problem solving because moral questions and problems are tough to solve.



You are all right! The next activity should help you learn how to make decisions and solve problems.

Activity 4: Problem Solving

In this activity you will solve a problem. You will apply the steps of problem solving to industrialization. The four steps in problem solving are as follows:

- Define the problem.
- Think of questions you want answered before making a decision.
- Gather, organize, and interpret information.
- Come to a conclusion.



Step 1:
Define the problem.

In this case, the problem is given for you.

Problem: Should more industrialization be encouraged?



Step 2:
Think of questions to answer.

Think of questions you want answered before making a decision. These questions will guide your research. They will help you know what information you will need before making a decision.

These are the types of questions to which you might want answers:

- How will the lives of average people be changed by more industrialization?
- How will more industrialization affect the environment?
- Who will profit from more industrialization and who will lose from it?

1. List at least one more question concerning the problem that you would want answered before making a decision. You might want to brainstorm about possible questions with a friend, relative, or classmate.

Check your answers by turning to the Appendix, Section 4: Activity 4.



Step 3:
Gather, organize, and interpret information.

In this stage you try to find answers to the questions you asked. You may find information to answer the questions in a library. A librarian could help you find information about the problems and benefits of technology. Some of the problems and benefits were discussed earlier.

First you will need to gather information. The information you collect should help you answer the questions you asked in Step 2.

In this case, you are wanting to know if further industrialization should be encouraged. That means you will need to know how current industrialization is affecting us. You will also want to know how more industrialization could affect us. A few places where you could find this information are listed for you.

- current events magazines such as *Time*, *Newsweek*, *Maclean's*, *Western Report*, and *Alberta Report*
- newspapers
- business magazines



Using a computer could certainly make your work easier, but it is **not** necessary.

2. List at least one other place where you could find information on industrialization. You might want to brainstorm answers with a friend, relative, or classmate.
- _____
- _____
3. Reading the information may have shown you a few solutions to the question, “Should more industrialization be encouraged?” Two solutions are listed for you.
- The development of technology should be accelerated.
 - The development of technology should be stopped.

List at least one other possible solution. You might want to brainstorm answers with a friend, relative, or classmate.

Check your answers by turning to the Appendix, Section 4: Activity 4.



CIDA What are some of the advantages of technology? What are some disadvantages?

Now you will want to organize the information you have gathered. What are the advantages and disadvantages of each of the solutions?

4. One of the solutions was to stop the development of technology. A few advantages and disadvantages of that solution are shown in the following chart.

List at least one more advantage and one more disadvantage of the possible solution. You might want to brainstorm answers with a friend, relative, or classmate.

Stop the Development of Technology	
Advantages	Disadvantages
<ul style="list-style-type: none"> • There would be a more relaxed pace of life. • There would be fewer social changes to cope with. • There would be less unemployment. • _____ • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • Other countries could overtake Canada's position in the world. • New technology could improve quality of life. • _____ • _____ • _____ • _____ • _____ • _____ • _____

Check your answers by turning to the Appendix, Section 4: Activity 4.



Step 4:
Come to a conclusion.

In the final stage, you come to a conclusion. You may decide that one possible solution is best. You should be able to defend this choice. You may decide one possible solution is very bad. In that case, you would want to discard that solution.

5. Review the possible solutions to the question, “Should more industrialization be encouraged?” and your list of advantages and disadvantages of one of these solutions (refer to the *Stop the Development of Technology* chart).
- a. Which solution do you think is best? In a few sentences, defend your choice.

- b. Which solution do you feel is worst? In a few sentences, defend your choice.

Check your answers by turning to the Appendix, Section 4: Activity 4.

Follow-up Activities

If you had difficulties understanding the concepts in the activities it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

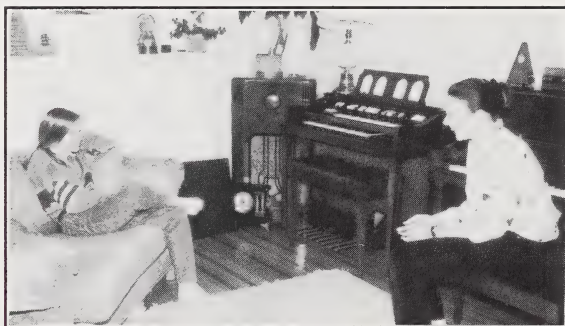
Extra Help

Technology is changing on a daily basis. New discoveries are being made which impact on our society. Individuals and societies have to make decisions as to what kind of technology should be used.

The impact of technology on some countries is far greater than on others. Korean society has been dramatically changed by industrialization and the introduction of technology. Not all the changes are for the good of society.

Industrialized countries are experiencing other changes. There is less emphasis on actual production of goods and more emphasis on information exchange. The rate of change in all countries creates the need for retraining of individuals. This often causes stress and uncertainty.

Technology can be defined as the use of a technical item to reach a goal. Technology helps us reach many goals on a daily basis. We often use technology without even thinking about it.



A typical living room – what examples of technology can you identify?

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To get an idea of how commonplace advanced technology is in our lives today, go through the kitchen and living room of your home with a note pad. Write down the examples of technology in your home. Tell what practical purpose each piece of technology serves, for example, the telephone provides fast, easy communication.

Check your answers by turning to the Appendix, Section 4: Extra Help.

Enrichment

Technology is one of the forces that has changed societies. It helped change society from pre-industrial to industrial life-styles.

Look through magazines and newspapers for major technological developments that have changed the world. You may want to search through science, mechanics, and news magazines for photographs. Once you have studied some of the changes, pick one area of technology and make a time line showing the changes that have occurred.

Some areas that might be of interest to you are

- cars
- passenger planes
- fighter planes
- communication
 - telegraph
 - telephone
 - radio
 - TV
- computers

Use your own materials for this activity. If possible, photocopy, draw, or find pictures to illustrate the changes.

Talk to senior citizens about some of the twentieth-century changes. Many still remember life without these new innovations.

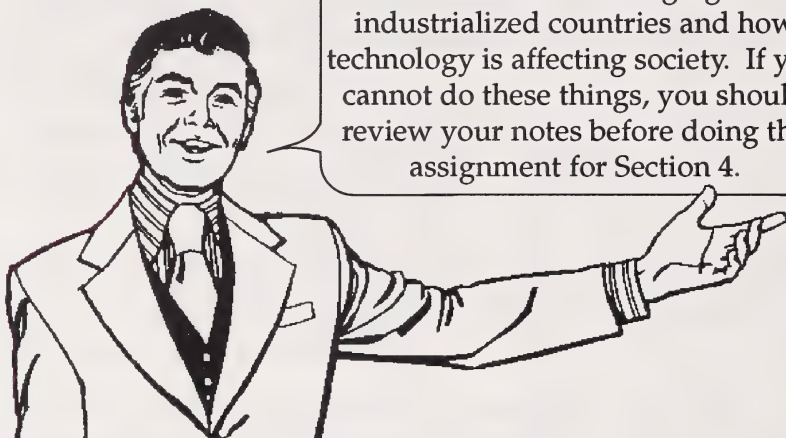
Check your answers by turning to the Appendix, Section 4: Enrichment.



The streetcar provided public transportation in Calgary in the 1920s.

Conclusion

In this section, you learned that industrialization is a major force shaping our world in the twentieth century.



You should be able to describe how industrialization is changing newly industrialized countries and how technology is affecting society. If you cannot do these things, you should review your notes before doing the assignment for Section 4.

Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

MODULE SUMMARY

The Industrial Revolution has been one of a number of powerful forces to shape our world in the past two-and-a-half centuries. You have studied how the Industrial Revolution has changed the global community. You have also learned a few ways industrialization is still changing our world.

Many of the changes new technology will cause are unknown. Technology will strain our problem-solving and decision-making skills. In the future, problem-solving skills will be even more important than they are today.

Appendix



	Glossary
	Activities
	Extra Help
	Enrichment Activities

Glossary

Agricultural Revolution	<ul style="list-style-type: none">• a period of rapid improvements and changes in farming methods
Boxer Rebellion	<ul style="list-style-type: none">• rebellion occurring in 1900 when the Chinese who were opposed to foreign influence in China attacked and killed westerners and Christian Chinese
Colonialism	<ul style="list-style-type: none">• one country controlling the government of another country
Communism	<ul style="list-style-type: none">• belief that land, factories, and natural resources should be owned equally by everybody, and that it usually takes a revolution to create such a system
Conservatism	<ul style="list-style-type: none">• a belief that society should be changed only through the current political and economic system
Cottage industry	<ul style="list-style-type: none">• a system whereby things are made in workers' homes rather than in separate buildings or factories
Enclosure	<ul style="list-style-type: none">• the process of fencing in what had been common pastureland
Feudalism	<ul style="list-style-type: none">• a pre-industrial social and economic system that was common in Europe before the Industrial Revolution Feudalism was an economic system that needed little money to operate.
Guilds	<ul style="list-style-type: none">• groups of people who tried to control sales or manufacturing so that they could make more money on the goods they made or sold
Humanitarian	<ul style="list-style-type: none">• person who wants to help other people
Imperialism	<ul style="list-style-type: none">• one country trying to control the economy, politics, and military of another country
Industrial Revolution	<ul style="list-style-type: none">• the rapid change from muscle power to machine power and the results of that change on society that started about 1750 in England
Information economy	<ul style="list-style-type: none">• a society in which the majority of people have jobs that require them to do a lot of work with numbers or written words

Laissez-faire	<ul style="list-style-type: none">• a belief that a system with little government control and a great deal of personal freedom will make everybody as rich as possible; <i>laissez-faire</i> is a French term, meaning let them do as they choose
Liberalism	<ul style="list-style-type: none">• belief that people should be as free as possible to act as they feel is best
Manor	<ul style="list-style-type: none">• land granted to a noble in return for services Land was often divided for use between the ruler of the manor and his peasant labourers.
Manorialism	<ul style="list-style-type: none">• the feudal economy and daily life of a manor
Merchant guild	<ul style="list-style-type: none">• a group of people in pre-industrial England who tried to control who could sell products so they could make more money from what they sold
Nationalism	<ul style="list-style-type: none">• a feeling that one's own nation and its culture are the best and a desire to control one's own nation's affairs
Nobility	<ul style="list-style-type: none">• kings and lesser rulers who inherited their positions The nobility owned a lot of land in feudal societies.
Opium Wars	<ul style="list-style-type: none">• wars China fought with Britain and other western powers in 1839 and 1844 in attempts to keep opium out of China
Peasants	<ul style="list-style-type: none">• poor people who, in feudal societies, often farmed small plots of land
Pre-industrial society	<ul style="list-style-type: none">• society where most people spend most of their time hunting or raising the food they eat
Self-sufficient	<ul style="list-style-type: none">• a pre-industrial society in which people buy few things because they raise or make the things they need to live
Serf	<ul style="list-style-type: none">• peasant who was not free to work and live where he or she wanted, but had to live and work in a certain manor
Social class	<ul style="list-style-type: none">• a group of people with similar jobs, education, status, and income

Social hierarchy

- the layers of classes that make up society
Each layer or social hierarchy class has a different amount of wealth, power, and prestige.

Socialism

- a belief that land, factories, and natural resources should be owned equally by everybody

Technology

- the use of science for a practical purpose; the use of a technical item to reach a goal

Trade guilds

- groups of people in pre-industrial England who tried to control how many people could work in an occupation so they could make more money from their work

Urbanization

- the process of rural areas becoming towns or cities
People from the country move to towns or cities to live.

Suggested Answers

Section 1: Activity 1

1. Any five of the following characteristics of a pre-industrial society may be mentioned:

- societies are rural
- agriculture is important
- people are largely self-sufficient
- simple technology
- limited manufacturing
- few occupations
- poor transportation
- people often superstitious
- little formal education

Other answers may be acceptable.

2.

Industrial	Statement	Pre-industrial
<u>✓ C</u>	• There are large factories and businesses.	<u> </u>
<u>✓ C</u>	• Many people have saved money they can invest.	<u> </u>
<u> </u>	• Humans or animals supply power to run most machines.	<u>✓</u>
<u>✓ C</u>	• There are many different occupations.	<u> </u>
<u> </u>	• Most people are farmers.	<u>✓</u>
<u>✓ C</u>	• Electrical power is used.	<u> </u>
<u>✓ C</u>	• There is wide use of computers.	<u> </u>
<u> </u>	• Most people live in the country.	<u>✓</u>
<u> </u>	• People are self-sufficient.	<u>✓</u>
<u> </u>	• Agriculture is the most important industry.	<u>✓</u>
<u> </u>	• There is wide use of simple hand tools.	<u>✓</u>
<u>✓ C</u>	• People purchase most things they need.	<u> </u>
<u> </u>	• There is limited production.	<u>✓</u>
<u> </u>	• Travel is limited.	<u>✓</u>
<u>✓ C</u>	• There is a large educated population.	<u> </u>

Section 1: Activity 2

1. d
2. d
3. e
4. c
5. c
6. a. This is an opinion question. Any personal opinion is acceptable. You might find it necessary to have people pay tax with their labour, since there is no money to pay taxes. That means people would give hours of work or service instead of paying tax. Such a system might be similar to that of feudal societies.

b. This is also an opinion question. Your personal opinion is satisfactory. You might have to draft people to serve in the military when there is a risk of being attacked. People may have to act as police constables as a part-time, volunteer job.
7. a. Many peasants would probably dislike the high-ranking clergy and the nobility. They might dislike the high-ranking clergy because such clergy were often very wealthy and corrupt.

Any defensible opinion is fine.

- b. Many people today hate paying taxes. The peasants probably felt the same way about doing free labour for the lord of their manor.

Any defensible opinion is satisfactory.

- c. This situation might have angered some peasants. However, it was their way of life. They might have found this easier to accept than we would since we have known freedom and our society places a high value on personal freedom.

Differing opinions are acceptable.

8. This is another opinion question. The nobility might feel the serfs did not deserve any better. They would probably point to the benefits and the advantages the serfs got from feudalism.

Section 1: Activity 3

- 1. The pods would contain the words **trade guilds** and **merchant guilds**.
- 2. Guilds and unions both restrict membership. Both try to ensure that their members will get high wages for their work.

3.

Advantages	Disadvantages
<ul style="list-style-type: none">• Guilds helped members make more money from their work or from what they sold.• Guilds protected local workers from outside competition.	<ul style="list-style-type: none">• Guild members tried to hold a monopoly to drive the prices up.• Guilds kept people from being able to buy the cheapest product available.

Section 1: Follow-up Activities

Extra Help

- 1. d
- 2. d
- 3. d

Enrichment

- 1. Your cartoons could show serfs doing things such as the following:
 - working in their own fields
 - working the fields for the lord of the manor
 - repairing roads in the manor
 - serving in the military for the lord of the manor

You should briefly explain why a serf would be doing the activity and how this was a common activity for serfs to do.

- 2. Any two books are satisfactory. Any information you learned is fine too. A librarian, teacher, friend, or relative could double-check your answers. (For each book, you should have listed the author’s name, the book’s title, the date of publication, and the name of the publisher.)

Section 2: Activity 1

1. The things needed to make a product are
 - materials
 - buildings
 - machines
 - employees
 - power
 - a means of shipping materials to and from the factory
2. The main costs in making a product are
 - buildings
 - machines
 - wages
 - power
 - materials
 - shipping
3. If you wanted to keep the cost of shipping fairly low, it would be best to be located in an area that is close to the raw materials and close to a major city where you can sell your product.
4. If you wanted to keep the cost of hiring workers low, you would want to locate close to a major city. That would give you a large group of workers to choose from.
5. To keep the cost of power fairly low, you would want to locate your factory close to a source of power. That would mean you would want to be close to an electrical plant, a coal mine, or a natural gas plant. During the Industrial Revolution many factories were located by rivers or close to coal mines so they could use water power or steam power.
6. An ideal place to locate a factory would be where you would be close to the raw materials, close to a source of power, and close to a major population centre, which would provide both people to work in the factory and a market for finished goods.

Section 2: Activity 2

1.



2. a. The following cities are located by a river:
London, Bristol, Leeds
- b. The following cities are located by the sea:
Liverpool, Bristol, Middlesbrough
- c. The following cities are located by a canal:
Manchester, Birmingham, Sheffield, Leeds, Liverpool, London

3. Many major English cities are located by canals, rivers, or the sea because canals, rivers, and the sea offer good methods of transportation. Heavy loads of raw materials or finished products can be shipped by sea, rivers, or canals. Cities on major rivers or by the sea can easily ship their products to other countries. Rivers also offer industry a source of power to run the machines.

Section 2: Activity 3

1. The population of England increased. You can tell that by comparing the size of the darkly-shaded area on each map. In the map of England in 1900, the portion of England with a high population concentration is much larger than it was in 1700.
2. People were moving to the cities and towns. The urban area of England increased. You can tell that by the decrease in the size of the dotted area, where fewer than one hundred people lived per 2.6 km^2 . You can also tell by the increase in the size of the black area. The area with a high population concentration increased.
3. Your letter should have a short introduction that states you are opposed to child labour. Then you should outline why you are opposed to it. You should have a couple of reasons why you feel as you do.

Support, with a fact, each of your reasons for being against child labour. For example, you could say that children are working longer hours than is healthy for them to work. You could support that with the testimony given by Matthew Crabtree in your notes. If children are so tired they must be lifted out of bed to wake them up, they have been working too long.

4.
 - a. Any personal opinion is acceptable. You may wish to compare your answers with those of other students, or discuss them with a friend, relative, or teacher.
 - b. Your personal opinion is satisfactory. Have you defended your choice?
 - c. Again, any personal opinion is acceptable.
5. a
6. c
7. c

Section 2: Follow-up Activities

Extra Help

1. c
2. a

Enrichment

Answers will vary but should reflect concern for the well-being of the child.

A few labour laws that could help children are as follows:

- Limit the hours a child can work to eight hours a day.
- Limit the hours a child can work to forty hours a week.
- Require employers to pay children overtime at twice the normal rate if a child works over eight hours in a day or forty hours in a week.
- Require employers to give children half an hour off for lunch.
- Require employers to give children a break of at least ten minutes for every four-hour period they work.
- Do not allow children to work in industries where the accident rate is high.

Section 3: Activity 1

1. Any defensible opinion is satisfactory. It would be likely that prestige, political pressure, or economics would be the strongest factors. Many historians feel economic reasons are usually the most important.
2. If you feel the policy is imperialistic, you could refer to the definition of imperialism. The action could be imperialistic in that it is a case of one country trying to control the economy of another country.

If you feel the policy is not imperialistic, you could defend your position by pointing out that Canada is not trying to control all of Jamaica's economy and that Canada is not trying to control the political system or the military of Jamaica.

Section 3: Activity 2

1. a. Imperialism was increasing between the 1880s and the early 1900s. You can tell this by comparing the white area on each map. The white area, or the area that was independent, is much smaller in the map of Africa in 1914.
- b. The power of independent African societies was decreasing between the 1880s and the early 1900s. The white, or independent, area decreased a lot in this period. This shows that the independent societies did not have much military power.
2.
 - Britain
 - France

3. Any two of the following imperialist actions taken against China may be listed:
 - Opium Wars were fought.
 - European military action crushed the Boxer Rebellion.
 - Parts of China (e.g., Hong Kong) were colonized.
 - Trading ports were created in China.
 - Westerners living in China were able to live by western law.
4. When the interests of European countries were threatened in China, they took military action against China. This was the case with the Opium Wars.

Section 3: Activity 3

1. The introduction of your essay should state your position about colonialism. You should have two or three major arguments to back up your position. The major arguments could be developed into full paragraphs. Each argument should be supported by a fact or an example or two.

You may want to have a classmate, friend, relative, or teacher review your essay. They could give you some feedback on your sentencing and paragraphing.
2. Answers are given in the following chart.

	Malaysia	Peru	Niger
What was the first imperialist country? When?	<ul style="list-style-type: none"> • Portugal • early 16 th century 	<ul style="list-style-type: none"> • Spain • a few hundred years ago 	<ul style="list-style-type: none"> • France • 1900
What was the time period for the struggle for independence?	1920 to end of WWII	1780-1821	1900–1960
What were the means of conquest?		military force and starvation	military force
What were the goals of the imperial countries?	trade and control of sea lanes	gold and silver	cash crops, markets, forced labour
What were the imperialist contributions to the colony?		civilization and religion	white (French) culture
How were the people controlled?	by traditional rulers	military force	military force
Were outsiders brought in as labour force? Who?	<ul style="list-style-type: none"> • Yes • Indians and Chinese 	No	No
Was there a new colonial power in country? Who? Why?	<ul style="list-style-type: none"> • Yes • Britain • rubber and tin 	<ul style="list-style-type: none"> • Yes • Britain • sugar production 	No
When was independence obtained?	1957	1821	1960
Was there a violent or armed revolution?	No	Yes	No
Did political freedom mean economic independence?	<ul style="list-style-type: none"> • No • Foreign control is a problem. 	No	<ul style="list-style-type: none"> • Perhaps • The nation is very poor.

3. Any three of the following changes may be mentioned:

- social and cultural changes
- economic changes
- slave trade
- international relations changes
- nationalism and tribalism
- political changes

Section 3: Follow-up Activities

Extra Help

1. The major reasons for imperialism that are given in the excerpt are

- a. economic
- b. religious/humanitarian

2. Other reasons given in the article are

- the desire to populate the world with British people
- to have English become a major language in the world
- to have English culture spread through the entire world

Enrichment

1. The author felt imperialism cost Britain a lot of money. He felt the colonies were expensive to conquer, defend, and police.
2. The author felt that the companies that manufactured supplies such as guns, ammunition, and warships for the military made a lot of money from Britain's imperialist policies. He felt that British manufacturers and shipping companies also profited from imperialism.

Section 4: Activity 1

1. Your answers will express your own thoughts. What follows may help give additional ideas.
 - a. A religious leader might feel that the power to disappear and to appear again are powers that should be controlled only by God. Members of the clergy might feel that God never intended people to have such powers.
 - b. An army general might want the product to be used as a military weapon. Military people might fear not having the product if another country's army could use the ability to disappear in time of war.

- c. A police constable could see this as being dangerous. The ability to disappear could cause crime to increase. It would allow criminals to have the cover of darkness all the time.
 - d. The discovering scientist might know the dangers and the possible abuses of the product. It is unlikely that the scientist would want production of the product completely banned. The scientist might not mind the use of the product being limited.
2. Your answers will express your own thoughts. What follows may help give additional ideas.
- a. A religious leader might feel that this gives human beings the opportunity to play God. On that basis, members of the clergy could be very opposed to the miracle drug. Christian clergy might be opposed because it might prevent the *wages of sin* from being death.
 - b. A poor person might feel that the drug should not be available to anybody unless it is available to everybody. Since only rich people can afford the drug, it would not help anybody but the rich.
 - c. Rich people might want to use the drug. They may feel that they should be able to get the drug because they have been productive members of society. The drug would allow them to continue to contribute to society for a much longer time.
 - d. The discovering scientist could see this as a way to rid society of death. This would be the greatest discovery of all time. It would make the scientist famous and rich. The scientist would probably push very hard for the product.

Section 4: Activity 2

1. Both South Korea and Britain faced the following problems when industrializing:
 - dangerous and unhealthy working conditions
 - long work weeks
 - pollution
 - poor housing conditions
 - low wages/salaries
2. South Korea has one of the fastest-growing economies in the world. It has major automobile manufacturing, shipbuilding, and electronics industries. South Korea's economic prosperity is due to industrialization. South Korea has one of the highest rates of education in the world.

Section 4: Activity 3

1.
 - a. The number of information-related jobs in Canada has doubled to 40 percent of all jobs in the last fifty years.
 - b. Canada is thought to be entering the information age.
 - c. Many people will have to retrain a number of times during their lives in order to be employed.
2. The three revolutions discussed were
 - the Agricultural Revolution
 - the Industrial Revolution
 - the Post-industrial (or Information) Revolution

Section 4: Activity 4

All of the questions in Activity 4 are personal-opinion questions. The answers given are designed to give you a few additional ideas.

1. These are a few more questions you might want to ask:
 - If we do not like what is happening, can we go back to the way it was before?
 - How will more industrialization affect the family?
 - How will society be affected?
 - Will more industrialization solve some of our current problems?
 - What can be done to minimize any harmful results of further industrialization?
2. These are a few places where you could find additional information:
 - local or school library
 - business/investment newspapers or magazines
 - environmental magazines
 - science or technology magazines

You might be able to find information by asking your librarian to do a computer search for magazines and books related to the questions you want answered.

3. Some other possible solutions are these:
 - Slow down the rate of technological development.
 - Prohibit technology that could cause many people to lose their jobs.
 - Prohibit technology that would make major changes in the structure of society.

4. A few more advantages and disadvantages of stopping the development of technology appear in the chart that follows.

Stop the Development of Technology	
Advantages	Disadvantages
<ul style="list-style-type: none"> • There would be a more relaxed pace of life. • There would be fewer social changes to cope with. • There would be less unemployment. • There would be more social stability. • There would be reduced strain on social agencies designed to help people cope with change. • There would be fewer complex ethical questions to answer and decisions to make. 	<ul style="list-style-type: none"> • Other countries could overtake Canada's position in the world. • New technology could improve quality of life. • Society would be less productive. • The value of education would not be increased. • If other countries continued developing new technology, Canada could end up being like a Third World country compared to them.

5. a. Your choice is acceptable if you can defend it.
- b. Your choice is acceptable if you can defend it.

Section 4: Follow-up Activities

Extra Help

Your answer will depend upon your house. No two houses would be exactly the same. Here are a few examples of technology you may find in your kitchen and living room:

- radio – entertainment and information
- TV – entertainment and information
- video recorder – entertainment
- tape deck – entertainment

- stereo – entertainment
- electronic musical instruments – entertainment
- microwave oven – food preparation
- self-cleaning oven – food preparation
- dishwasher – housekeeping duties
- refrigerator – food storage and preservation
- freezer – food storage and preservation
- food blender – food preparation
- toaster – food preparation
- air conditioner – climate control/personal comfort
- thermostat/heater – climate control/personal comfort

Enrichment

Any major technological developments that you have found to illustrate are satisfactory. The list here contains a few major technological developments that have really changed the world.

- | | |
|------------------|---------------------|
| • nuclear energy | • rocket |
| • radio | • spaceship/shuttle |
| • telegraph | • television |
| • automobile | • photocopier |
| • telephone | • facsimile machine |
| • steam engine | • computer |
| • gas engine | • robotics |
| • electric motor | • airplane |
| • electricity | • electric light |
| • atomic bomb | • x-ray |

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